



STUDENT WELFARE POLICY



WILKINS PUBLIC SCHOOL

Student Welfare – POLICY

Date of policy 26/04/2017 Next review 26/04/2018 Status Draft

Purpose

To provide clear behavioural expectations and consistent consequences for breaches in the code. To recognise, in a positive way students who demonstrate the school values of Consideration, Care and Courage. These are guidelines, each event or student behaviour must be assessed on a case-by case basis.

Implementation

1 School Values and Rules.

The school values and rules are: **Consideration, Care and Courage.**

- Each Class will discuss and explore what these words mean at the beginning of each year. (support poster for each stage)
- Charts are available for each year group to refer to, ensuring that students have a good understanding of the expected behaviours at school and how they fit into the three values of: Consideration, Care and Courage. (expectations and consequences poster)
- A flow chart steps out clearly the steps that teachers can take to monitor behaviour in the classroom and in the playground (see flow chart)

2 Recognising Positive Behaviours

- Students will have School Merit Awards presented to them for demonstrating behaviours that are consistent with Consideration, Care and Courage towards our Environment, others and self.
- Students will receive a coloured WPS hand band to recognise that they are demonstrating behaviours that are consistent with Consideration, Care and Courage towards our Environment, others and self. Teachers will be given a quota to hand out when they “catch someone” adhering to the rules.

3 Promoting our Values and Rules



- To promote our school values and rules teachers will highlight different rules each fortnight.
- These behaviours will be promoted on the Monday morning assembly and will be reactive to the needs at the time. For example if there is an increase of rubbish in the playground then care for the environment will be a focus.
- This provides a framework to reward students for their behaviour and to explain why each rule is important for our safety and security at school.













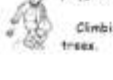
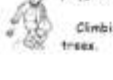




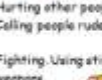




Internet use and Student Welfare.


- The internet provides an opportunity to enhance students’ learning experiences by providing access to vast amounts of information across the globe. Online communication links students to a collaborative learning environment and is intended to assist with learning outcomes. Today’s students are exposed to online communication tools and the internet in their community. They have the right to expect secure access to these services as part of their learning experiences.
- The “online communication Services policy outlines responsibilities of students’ on-line behaviour.
- Each time a student logs in they are reminded of expectations and agree to comply with them.
- If a student breaches these guidelines they will go through a restorative justice process using reflection sheets.
- If behaviours are repeated or severe, the student may lose access to their student portal for a designated amount of time.

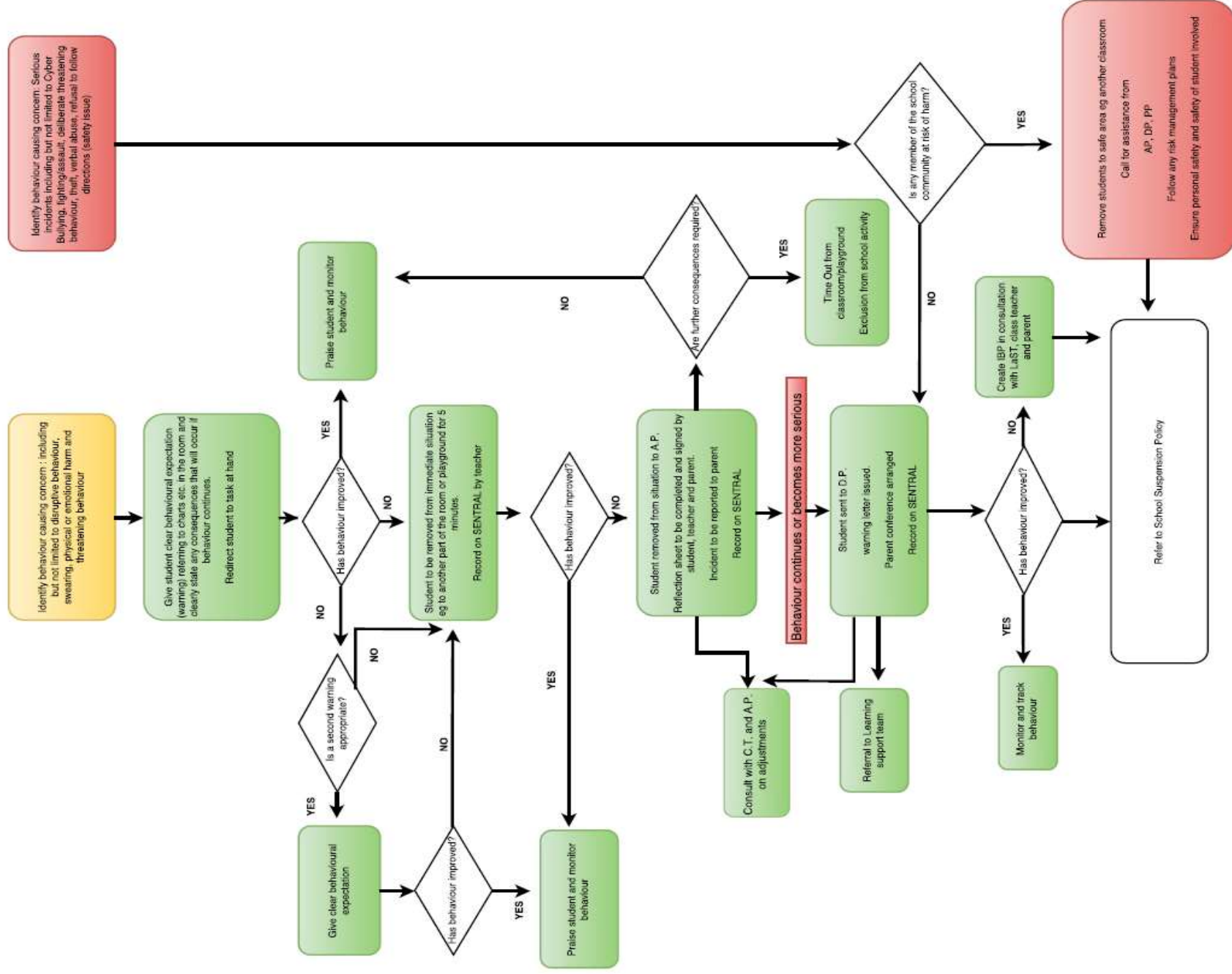
Individual Behaviour Plans

- For students who are not responding to regular reflective interventions individual behaviour plans may need to be created and implemented.

CONSIDERATION, CARE, COURAGE CONSEQUENCES		
No Trouble	Little Trouble	Big Trouble
 Friends  Happy feelings  Stickers and stamps  High Fives  Claps and cheers  Dojo points	 Talk to the teacher  Sad feelings  Miss out on playing  Sad friends  Time out	 Very sad feelings  Go to the office to talk to Mr Lee or Mr Bellard  No friends  Parent Meeting  Sit outside office at lunchtime  Go to a different classroom.

CONSIDERATION, CARE, COURAGE		
No Trouble	Little Trouble	Big Trouble
 Listening with your whole body  Speaking kindly  Taking turns, Sharing.  Taking care of all property.  Taking care of the environment.  Being a learner. Trying your best.  Being a good friend. Helping others.	 Calling out  Not listening to the teacher.  Playing unfairly  Not taking care of equipment or sharing  Speaking in an unkind manner  Dropping rubbish in the playground.  Climbing trees.  Playing in the toilets or out of bound areas.  Refusing to do work.	 Arguing, using a loud voice. Calling out all the time.  Making rude faces at others.  Hurting other people's feelings. Calling people rude names.  Fighting. Using sticks and other things as weapons.  Breaking other people's belongings.  Not taking care of the environment and school property.  Stealing and bullying

Student Welfare		Consideration, Care, Courage	
Behaviours		Consequences	
	Speaking kindly Helping and caring for others Valuing each person's differences Following all school expectations Taking care of school property Taking care of yourself and others Wearing your school uniform including your hat with pride Taking responsibility for your own learning and behaviour Asking for help Speak out against injustices and other wrong doings Acknowledging wrong doings Following teacher's instructions	Positive acknowledgment Merit certificates School Value Bands Stickers, stamps and Dojo points Friends Trust of your teacher Self confidence and pride	
	Interrupting the learning of other Leaving the room without permission Off task behaviour Inappropriate classroom language Littering Disrupting the class Not playing safely	Time Out or off the playground Report to Assistant Principal and/or Deputy Principal Reflection sheet Parents notified Warning letter home	
	Using discriminatory language (verbal abuse) Destroying property of school and others Disrespectful behaviour towards any teacher Fighting or assaulting others Threatening others Theft Bullying	Report to Deputy Principal and/or Principal Parent conference Exclusion from school activities such as PSSA or school function such as an excursion Time out from classroom	



Wilkins PS Behaviour Action Plan Flow Chart