Our Student Welfare Policy forms the foundations of our school- in that it reflects the culture, values, policy, procedures and educational programs that develop and promote the intellectual, physical, social and emotional well being of each child.

Every teacher has the responsibility for the welfare of all students enrolled in our school.

Student Welfare encompasses everything that the school community does to meet the personal and social needs of the students and enhance their well being. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

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BELIEFS

At Wisemans Ferry Public School we believe that everyone:
- has the right to be safe, valued and happy
- has equal rights and responsibilities in work and play
- should act responsibly and accept responsibility for their own actions
- accept responsibility for their own learning
- strive to achieve their personal best
- support each other with a spirit of friendship and co-operation

RATIONALE

Parents and families have the prime responsibility for the welfare of their students.
The general community shares the responsibility for the welfare of young people.
It is the function of the Department of Education and Training and other agencies to support the school in this task.
Schools, as part of the general community, have a fundamental role in student welfare.
Student Welfare is basic to education and is a responsibility of all members of staff.
There is a need for the school to develop, implement and evaluate a Student Welfare Policy.

AIMS

Through the development of the Student Welfare Program Wisemans Ferry Public School will help students to develop:
- an enjoyment and satisfaction from learning
- an ability to communicate effectively
- a coherent set of values to guide behaviour
- personal and social responsibility for their actions and decisions
- self-worth and dignity
- self-reliance
- a sense of cultural identity
- a feeling of belonging to the wider community
- a caring and responsible attitude towards others
- an ability to form satisfying and stable relationships
OUTCOMES

Through the structure, practices and courses and the relationships formed within the Student Welfare Policy, Wisemans Ferry Public School will contribute to the general personal development of students by providing opportunities for them to:

- gain the satisfaction associated with challenge and achievement.
- develop understandings and skills in communication and inter-personal relationships.
- develop a realistic and comprehensive self-concept.
- enhance their self-esteem.
- develop their interests and abilities.
- develop their personal values within a framework of broadly accepted school community values.
- develop their skills in decision making.
- positively value cultural differences.
- be caring and supportive of others.
- contribute positively to the life of the school community.

THE ROLES AND RESPONSIBILITIES OF

THE PRINCIPAL

- provide leadership and direction
- provide staff support and opportunities for professional development
- encourage a caring climate within the school
- liaise with parents and community regarding educational policy and program

THE STAFF

- provide challenging and interesting learning experiences
- seek to enhance the self-esteem of all students
- be sensitive to the welfare needs of all students
- provide support and guidance for all students

THE PARENT

- support the School’s Student Welfare Policy
- encourage the student’s interest in all aspects of schooling
- participate in the philosophy of the Student Welfare Policy

THE STUDENT

- actively participate in all aspects of school life
- be sensitive to the needs of others
- support and follow the school rules
- support the initiatives of the Student Welfare Policy
DISCIPLINE is the system of relationships, rules, rewards and sanctions designed to facilitate learning and progressively develop self-discipline.

SELF-DISCIPLINE allows the child to develop a capacity for initiative and mature judgement, so that he/she accepts responsibility for his/her own actions and decisions and practises a caring attitude towards others.

AIMS

• to provide a secure school environment which maximises opportunities for learning and safety
• to promote self-esteem and respect for others
• to encourage pupils to accept responsibility for their own actions and decisions
• appreciate that effective education and behaviour management are possible only when the home and school complement each other’s approach
• understand and accept the consequences of acceptable and unacceptable behaviour
• understand that a flexible approach is need to take account of age, individual and cultural differences

PROCESS

The school will:

• negotiate the formation of rules with the pupils
• expect acceptable standards of behaviour, punctuality and tidiness
• be consistent in enforcing rules and code of conduct
• foster self-discipline, independence and initiative, by giving choices suitable to the student
• ensure that the students are aware of the consequences of unacceptable behaviour
• develop open communication between the home and the school

Outcomes

• improved student behaviour towards one another
• increased student confidence and self-esteem
• improved staff-student-parent relationships and mutual respect
• increased parental confidence in the School’s Student Welfare Policy
• a positive school tone and culture
MANAGEMENT STRATEGIES FOR STUDENT BEHAVIOUR

Students are aware of and abide by the school rules.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO-Minor incidents</th>
<th>NO-Major incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal praise &amp; encouragement</td>
<td>Warning- teacher refers to &amp; reminds student of the rules</td>
<td>Refer to the Principal</td>
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<tr>
<td>Class Awards</td>
<td>Loss of privileges</td>
<td></td>
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<tr>
<td>Free time or Special time</td>
<td>Loss of free time-recess or lunch</td>
<td>Make contact with Student’s parents</td>
</tr>
<tr>
<td>Playground privileges</td>
<td>Written apology</td>
<td></td>
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<tr>
<td>Stickers, Gotcha awards</td>
<td>Student reflects on rules and writes the broken rule out</td>
<td>Parent-teacher meeting to discuss student behaviour</td>
</tr>
<tr>
<td>Positive reinforcement</td>
<td>Develop behaviour plan with teacher</td>
<td>Refer student to school counsellor</td>
</tr>
<tr>
<td>Recognition in newsletter, media</td>
<td>Placed on behaviour monitoring sheet</td>
<td>Suspension- within Departmental guidelines</td>
</tr>
<tr>
<td>Visits to other classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Privileges- excursions, computer time, etc</td>
<td></td>
<td>In class isolation</td>
</tr>
<tr>
<td>Assembly awards and recognition</td>
<td>Written worksheet on how to improve/modify behaviour</td>
<td></td>
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<tr>
<td>Collect “Ferries”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 “Ferries”= posh Ice-cream</td>
<td>Continued incidents-parents informed and referral to school counsellor</td>
<td></td>
</tr>
<tr>
<td>20 “Ferries” = posh Morning tea</td>
<td></td>
<td></td>
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<tr>
<td>30 “Ferries” = eligible for school camp and cook-out</td>
<td></td>
<td></td>
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<tr>
<td>Parent interview</td>
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AWARDS POLICY

Rationale

The achievements of students deserve recognition through praise, encouragement, approval and the presentation of awards. The need for teachers to focus on and recognise positive behaviour is to be done in a consistent manner. The development of an Awards System provides direction and emphasis for the Student Behaviour Management within the school.

Aims

- to deliver an Awards System that emphasises appropriate student behaviour and actions
- to develop the self-image and esteem of students within a school culture that recognises the positive behaviour of all students

Outcomes

- reduction in inappropriate student behaviour in both the classroom and the playground
- emphasis on positive student behaviour and recognition of the behaviour through an awards program-Gotchas and Ferries
- development of a positive school tone
- reduction in the number of students referred to the school counsellor, other teachers or the Principal for their inappropriate behaviour
- teachers focus on, recognise and reward appropriate student behaviour

Awards: How it works

All students are eligible for Gotcha cards, which go into a weekly draw on Assembly. There is a grand draw at the end of the term and the winner has lunch bought by the school.

Teachers award classroom Ferries at the fortnightly assembly for class work and behaviour.

Any teacher can award Ferries at the fortnightly assembly for outstanding behaviour in the playground.

When students collect 5 Ferries they are eligible for a Bronze level award. After collecting 10 Ferries they are eligible for a Silver level award. After collecting 15 Ferries they are eligible for a Gold Level award. After collecting 20 Ferries they are eligible for a Platinum Level award. Award recipients are published in the school newsletter. Students qualify for a special morning tea when they reach Gold level.
School Rules - Major Infringements

Any student who is involved in the following behaviours will automatically suspended and placed on a behaviour modification program.

- Is violent or threatens serious physical violence
- Is persistently disobedient
- Is in possession of a suspected illegal drug
- Is in possession of a prohibited weapon

School Code of Conduct

The school staff have developed the following school code of conduct. All school community members are expected to follow the code of conduct whilst attending Wisemans Ferry Public School. Our code of conduct reflects the 6 C’s.

- CARE
- COURTESY
- COMMITMENT
- COOPERATION
- CONSIDERATION
- COMMON SENSE

School Rules

- Respect yourself and others
- Be in the right place
- Do as you are asked
- Keep your hands and feet to yourself
- Look after the school and its environment

WFPS CODE OF CONDUCT:

This is how you can “Treat others as you would like to be treated”:

- No hat, stay in the shade
- Hats off inside buildings
- No climbing of trees
- Sit on seats, no jumping or climbing on them
- Walk-don’t run on the concrete
- Be in the right place at the right time
- Move safely around the school
- Leave sticks and stones on the ground
- No chewing gum or aerosal cans at school
- Smoking is not permitted on the school grounds
- Respect the school and other people’s property
• Complete all tasks to the best of your ability
• Demonstrate self control-hands and feet to self
• Speak politely-if you can’t say anything nice-don’t say anything at all
• Be well equipped for each lesson
• We do not tolerate- bullying, sexual harassment, stealing, lying, spitting or swearing- SAY NO-GO-TELL- USE YOUR WITS
• Wear full school uniform with pride
• Wear minimal, safe jewellery

Procedures that are fair and will keep us all safe;
• The 6C’s and code of conduct placed In all rooms.
• Students will stay within the school grounds at all times unless they have written parent permission to leave for lunch and sign out and in at the front office.
• Staff will have weekly sharing sessions on student welfare and identified problems.

STAR: Student At Risk

Students who are persistently breaking school rules will be referred to the District Behaviour Team and placed on an individual plan. The plan will be developed by the management team in conjunction with the teacher and parents to meet the needs of the student.

CLASSROOM MANAGEMENT STRATEGIES

Minor offences and annoying behaviours are to be handled by the classroom teacher initially.

GLASSER’S 10 STEPS TO DISCIPLINE

William Glasser as an effective approach to classroom management strategies developed the following 10 steps for students. It is important that the steps are followed in order and not rushed. It is a process that will take time and will mean the development of a better relationship between the student and the teacher.

This process is based on the premise that:
• All students have a right to learn
• One student cannot be allowed to prevent the rest of the class from learning
• That time-out and withdrawal are not used as punishment
• That the teacher must remain calm and in control
• That all involved in the process must be treated fairly and with equity.
STEP 1. WHAT AM I DOING?
Recognise what you are doing and what the student is doing and then assess the problem.

STEP 2. IS IT WORKING?
Are the strategies you are using successful? If not stop using them.

STEP 3. MAKE A PLAN
If what you are doing is not working do something different and be positive.

STEP 4. WHAT ARE WE DOING?
Establish in a non-confronting manner why a student is behaving in such a manner.

STEP 5. IS IT WORKING? IS IT AGAINST THE RULES?
Ask the student “Is it against the rules?” If the student does not admit the disruptive behaviour, you declare: “This is what I saw. It is against the rules.” Do not enter into an argument.

STEP 6. WE MUST WORK IT OUT
Say and mean “We have to work it out,” the behaviour cannot continue and the teacher and the student must reach a solution.

STEP 7. WITHDRAWAL
Remove the student to a safe but designated withdrawal area within the classroom. Movement back to the body of the class is dependent upon agreement with the teacher. The parents are notified of the disruptive behaviour and the need for withdrawal strategies to be implemented.

STEP 8. TIME-OUT
If disruption continues to occur the student is excluded from class to a pre-arranged area until such times that the student agrees to behave in an acceptable manner and gives a commitment.

STEP 9. SUSPENSION
The Principal is informed of the student’s behaviour with accompanying documentation and appropriate action is taken in accordance with Departmental guidelines.

STEP 10. REFERRAL
Referral to an outside agency is requested.
CHILD PROTECTION PROGRAM

Rationale

It is the role and the function of the school to assist in the identification of abused or at risk students and to provide preventative programs, which aim to help students protect themselves from sexual assault and any other forms of abuse, and to develop positive relationships. It is also mandatory that teachers are required by legal process to notify the Principal of any disclosure of child sexual assault and for the Principal to take appropriate action as outlined in Departmental guidelines.

Aims

- To introduce the child protection curriculum throughout the school
- To reduce the incidence of child sexual assault in society by assisting students to learn how to protect themselves.

Process

1. Teachers have been trained in the implementation of the Child Protection Curriculum. These teachers will provide further professional development to all members of staff through a School Development Day and staff meetings.
2. Parents are informed of the program through articles in the school newsletter.
3. At the conclusion of the program an evaluation of the program is undertaken so as to provide for both school community and professional feedback.

Outcomes

- The implementation of the Child Protection Curriculum for all students K-12
- The awareness raising of the Child Protection curriculum for parents by informative notes in the school newsletter.
- Professional development of staff for the implementation and teaching of the curriculum and for an awareness of their legal responsibilities.
- The school and community to have developed trusting and supportive relationships through structured teaching practices.

Mandatory Reporting Requirements

DET staff have an obligation as mandatory reporters to notify authorities of cases of neglect or abuse as well as suspected cases of neglect and abuse. The NSW Mandatory Reporters guide contains decision making trees to assist staff in making decisions and taking appropriate actions with regards to mandatory reporting. This guide can be accessed via the internet at - www.community.nsw.gov.au/kts/guidelines/documents/mandatory_reporter_guide.pdf
SUN SAFE

Rationale

Constant and excessive exposure to the sun and in particular the ultra-violet rays is considered by medical experts to be a major health issue for our society. The school community believes that students must be made aware of sun protection procedures.

Aims

- To develop the awareness, within the school community, as to the need to wear hats during peak sun exposure times.
- To increase the awareness, within the school community, of the dangers associated with exposure to the sun.

Process

All students will be encouraged to wear a school hat during all outdoor activities. This will be monitored through the Code of Conduct that supports the wearing of the school hat for all outdoor activities. Any child, particularly during Terms 1 and 4, who does not wear a hat will be asked to play in the areas that provide shade within the playground. Teachers are reminded of the need to act as a role model for the students and wear a hat while doing any outdoor school activities.

Outcomes

- Wearing of hats by all members of the school community.
- Increased awareness of sun safety issues.
- Implementation of a “no hat, play in the shade” policy.
- The school hat to be a part of the school uniform.
- All students will wear a school hat on all school activities.

SCHOOL UNIFORM

Rationale

Students, parents and staff at Wisemans Ferry Public School support the wearing of the correct school uniform. Standards of dress and the wearing of the school uniform form part of our school code of conduct.

Aims

- To develop pride in the students by the wearing of the school uniform.
- To encourage all students to wear the school uniform.
- To foster in students a respect for and care of their school uniform.
- To further promote the image of the school in the community.
Process

All students will be encouraged to wear full school uniform for all school activities unless otherwise directed. The wearing of the school uniform will be monitored at morning assemblies by staff. If a student does not support the wearing of the school uniform he/she will be counselled and if required his/her parents will be notified seeking their support.

Outcomes

- All students wear the school uniform.
- The school community is supportive of the Uniform Policy.
- The school uniform is attractive, functional and comfortable.
- The school uniform enhances the school image.

ANTI BULLYING

Wisemans Ferry school provides a caring and stimulating environment aimed at presenting a range of quality educational programs and associated services to meet the needs of it’s students and community.

At our school we have zero tolerance towards students that bully and harass others. The following policy outlines the processes that we have put in place to deal effectively with bullying.

What is Bullying?

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:

- **verbal** e.g., name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** e.g., hitting, punching, kicking, scratching, tripping, spitting
- **social/emotional** e.g., ignoring, excluding, ostracising, alienating, making inappropriate gestures, graffiti which is written about someone, sending hurtful notes, rumours spread about
individuals e.g., hiding or damaging possessions, malicious SMS and e-mail messages, inappropriate use of camera phones, any form of discrimination based on gender, race, religion, sexuality, or physical appearance, ridicule against family members.

Behaviours that are considered to be bullying may include:
**Physical bullying:**
- Any form of physical violence such as hitting, pushing or spitting on others
- Interfering with another individual’s property by stealing, hiding, damaging or destroying it
- Rude gestures
- Extortion of money or goods
- Writing offensive notes about others
- Forcing others to act against their will

**Verbal bullying:**
- Using offensive names
- Teasing
- Spreading rumours about others and their families
- Using put-downs, belittling others’ abilities and achievements
- Making degrading comments about another’s culture, religious or social background
- Ridiculing another’s appearance
- Hurtfully and intentionally excluding others from social groups

**Our School Anti-Bullying Code**
Our school code concerning bullying is displayed in all classrooms to demonstrate our commitment to anti-bullying:

Use your WITS
Do you think you are being bullied?
- **W** Walk away from the bully
- **I** Ignore the bully
- **T** Tell the bully that you do not like what they are doing
- **S** Seek support- from parents, teachers. Friends, Principal

As part of our anti-bullying policy -

School staff have a responsibility to:
- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
• respond in a timely manner to incidents of bullying according to the school’s Anti-bullying Plan.

In addition, teachers have a responsibility to:

• provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

• behave appropriately, respecting individual differences and diversity
• behave as responsible digital citizens
• follow the school Anti-bullying Plan
• behave as responsible bystanders
• report incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

• support their children to become responsible citizens and to develop responsible on-line behaviour
• be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
• support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
• report incidents of school related bullying behaviour to the school
• work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have the responsibility to:

• model and promote positive relationships that respect and accept individual differences and diversity within the school community
• support the school’s Anti-bullying Plan through words and actions
• work collaboratively with the school to resolve incidents of bullying when they occur.

Principals are responsible for:

• implementing the policy within the school
• submitting a copy of the school’s Anti-bullying Plan to the school education director whenever it is reviewed
• reporting annually to their school community on the effectiveness of the school’s Anti-bullying Plan

**Procedures at Wisemans Ferry School for dealing with bullying:**

In line with the whole school Student Welfare Policy the following action will be undertaken to address bullying or harassment.

- Bullying incident reported to duty or class teacher. Encourage the use of written or verbal reporting.
- Investigating teacher interviews students concerned.
- Policy is outlined to offending student/s [Education process]
- Attempt to have student acknowledge and accept responsibility for behaviour.
- Outline consequences of continued bullying behaviour. [See page 5]
- Where appropriate the incident is recorded in the Principal’s diary.
- Monitor behaviour.
- Follow up with student who has been bullied.
- If student re-offends Principal to arrange a meeting with parents.

If our school community works as a team we will be able to prevent bullying from occurring at our school.

**EXPECTED SCHOOL BEHAVIOUR**

**ACCEPTABLE MANNERS**

**Rationale**

There are expected and accepted social behaviours demonstrated by individuals that constitute good manners. The use of good manners by students is an expectation by the school community and therefore they should be both taught and encouraged by teachers and students.

**Aims**

- To develop an awareness of the need to display good manners by students
- To increase the use and acceptance of good manners by students.

**Process**

All students will be encouraged to use and demonstrate good manners. The following is a list of acceptable manners to be displayed by students.

**Titles**

- Excuse me, Mr/Mrs/Ms [if known, names must be used]
- Thank you, Mr/Mrs/Ms
Walking between conversing adults
  • Go around behind

Walking through class lines in playground
  • Go around behind

Requests
  • May I…[ not ,Can I]
  • Could I please…

Walking in doorways
  • Allow adults to go through first
  • Allow people to exit before entering room

When entering an occupied classroom
  • Leave the exit clear

Bus travel
  • Same exit and entry rules as for classrooms
  • Limit noise-a safety issue/ Converse quietly
  • Hello/ Thank you to the driver

Bus Lines in afternoon
  • No games/ Quiet conversation

Hats off indoors
  • Including Library, Assembly, scripture and performances

Visitors to the school
  • Direct politely to the front office

National Anthem and School Song
  • Hats off
  • Heads up, hands by sides

Visiting staff room or office
  • Knock on door and enter
  • Excuse me…
  • May I…

Latecomers
  • Apology and note for being late
  • Inform front office first

Classroom messages
  • Knock on door and enter
  • Look for classroom teacher
  • Wait for teacher instruction
  • Principal’s office- knock and wait.