



## **CAMBRIDGE PRIMARY SCHOOL**

### **STUDENT WELFARE & DISCIPLINE POLICY**

#### **Purpose**

The Student Welfare & Discipline Policy develops within our school community, an understanding of the structure in which children, staff and parents interact. We further believe that we should develop positive relationships that link high levels of personal self-esteem and appropriate social behaviour. We aim to:

- Provide a consistent structure that will assist in the building of positive, valued relationships between all school community members.
- Provide a caring, safe environment that will foster the educational, social, emotional and physical well being of the children.
- Establish an environment where students, staff and parents become aware of their rights and responsibilities.
- Assist each group within the school community to understand and respect the rights and responsibilities of our students, staff and parents.
- Establish a set of rules for appropriate behaviours both within the classroom and outside in the yard and together with this, develop logical consequences if inappropriate behaviour should occur.
- Develop children's skills in self discipline, enabling them to make appropriate and informed decisions.
- Provide children with strategies for conflict resolution.
- Provide an environment in which the development of the child's self-esteem is valued.
- Provide a supportive environment that involves teachers and parents and the wider community in drug related curriculum , welfare and harassment issues.

#### **Guidelines**

- Children are to participate in the making of class rules
- All students, staff and parents need to be aware of their rights and responsibilities and the rules which govern our school's operations as documented in our School Charter and Student Welfare Program.
- Students need to be aware of the consequences when rules are broken. The connection between behaviour and the consequences is logical. Consequences will take into account the age of the student and the nature and seriousness of his/her behaviour.
- The teacher's classroom management plan is to be consistent with the whole school's approach.
- Where appropriate, confidential documentation of each particular case will be kept.
- The Department of Education current guidelines for Student Code of Conduct' will be adhered to.
- A comprehensive drug education prevention and intervention program as outlined in the Turning the Tide - Individual School Drug Education Strategy (ISDES) will be provided.
- All the community needs to be aware of the legislation related to E.O, Bullying and Harassment.

- All the community will be made aware of the Values for Life program that is part of our approach to Student Welfare.

## Implementation

Good teaching practice will assist in the area of welfare & discipline. To this end it is essential that the relevant teacher take a major role in the solution of the problem at hand.

Ensure that teachers build strong relationships with children by:

- Giving verbal/written feedback
- Giving constant encouragement and praise when appropriate
- Building the self-esteem of the student
- Handling situations in an open & non-judgemental manner
- Teaching the Values for Life program
- Encouraging the use of positive role models.

A consultative approach with a problem solving focus should be employed for minor disciplinary problems. The approach may include:

- A short period of 'cooling off' time for the student to reflect on his/her actions
- A written exercise involving consideration of the rules broken and the consequences of the student's actions
- Organising for the student to stay back at an appropriate time (as soon as possible after the incident) to discuss the behaviour
- Making up wasted time can be made up during the students own time
- Appropriate school service activities eg. Cleaning classroom.

Sanctions for discipline problems of a more serious nature may include:

- Withdrawal from activities
- Withdrawal from class

Students should only be withdrawn from class if appropriate supervision can be provided.

Students may be isolated in an area in a classroom or with another teacher by arrangement.

- Detention

Detention may be used for misbehaviour of a more serious nature

Detention may be given at:

-Recess - no more than half of any recess is the maximum time to be used

-Lunchtime - no more than half of any lunchtime

-After School - the detention database on Staffshare must be completed along with the Notification to Parents form, which is to be signed by the person giving the detention, Student Welfare Coordinator, Section Leader and classroom teacher. When the notification form is returned to the school confirmation of the detention is then entered on the database. Parents must be notified before a detention takes place.

- Parent Contact - meetings and support groups may be conducted to facilitate a solution to recurring behavioural problems. These meetings must be minuted.
- Suspension - is a serious disciplinary measure and will only be used in extreme circumstances or when other measures have failed to achieve the desired result.

\*Please note that where a student receives 3 detentions for reoccurring, serious misbehaviour, action will be taken to suspend the student.

The Department of Education guidelines must be adhered to in this situation

- Voluntary Transfer from the School -in some extreme cases it might be agreed that the student transfers to another school. This will be done following DOE guidelines.
- Expulsion- this will be done following DOE guidelines

The Discipline & Welfare Guidelines Model is to be utilised when working through discipline and welfare issues.

Ensure that the 4 overall goals of the ISDES - Turning the Tide in Schools Strategy are implemented.

A Values for Life Program highlighting specific values is promoted to the school community through the newsletter.

## Evaluation

• The following tools will be used to evaluate the effectiveness of the Student Welfare Policy: Staff/Student Survey

- Annual Report
- Detention/Suspension book entries
- Minor Evaluation

| <b>Ratification Date</b> | <b>Review Date</b> | <b>Policy No.</b> | <b>Version No.</b> | <b>Date Produced</b> |
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