Care to Learn
Learn to Care

Student Welfare Policy

Rationale

Our school is committed to providing a safe, secure and stimulating learning environment, where risk of harm is minimised and students feel physically and emotionally secure. Our school acknowledges that student welfare and student learning outcomes are inextricably linked and that within our school community students have a wide range of needs that require additional support.

The Student Welfare Policy:

- Implements preventative and early intervention strategies to support positive behaviours
- Implements procedures to support school attendance
- Utilises school data to help to identify students requiring additional support
- Develops school wide procedures to support student welfare and student wellbeing

Guidelines

- The focus of this policy is on promoting positive behaviours as well as prevention and early intervention in response to individual student needs
- Staff will work collaboratively to support the needs of all students
- The school will work with parents to understand their child's needs and where necessary, adapt the learning environment accordingly
- The school will respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions
- Corporal punishment in any form will not be permitted at Garfield Primary School

Tier 1 Behaviour Support

Prevention and Early intervention strategies the school will deploy include:

- Defining and teaching school-wide classroom expectations
- Establishing consistent school-wide and classroom expectations
- Establishing school-wide and classroom processes for early identification of students experiencing academic and /or behaviour difficulty
- Providing school-wide and classroom processes for the ongoing collection and use of data for decision making
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Providing a physical environment conducive to positive behaviours and effective engagement in learning
- Utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/ or behaviour

Tier 2 Behaviour Support

Definition

- Prescriptive, targeted interventions of moderate frequency, intensity and duration for identified students behaviourally at risk

Tier 2 Interventions Purpose

- Designed to prevent the development, or decrease the frequency and/or intensity of student's problem behaviour

Identifying Students Behaviourally at risk

- Reported problem behaviour occurring repetitively over a short period of time
- Reported problem behaviour continues to occur despite documented Tier 1 strategies in place
- Teacher Referral form

Communication of Implementation of Tier 2

SWPBS Team to engage all staff by providing
- o Opportunities for feedback
- o Clear expectations of Tier 2 systems and practices
- o Clear expectations of their role in supporting Tier 2 systems and practices
- o Clear expectations of their role in supporting Tier 2 implementation for students
- o Parents / Carers and school council should receive information regarding Tier 2 through our School Welfare policy and SWPBS handbook

Interventions

- All decisions regarding interventions are data based, data includes attendance data, reported problem behaviour data and academic data

Decisions include:
- o Which intervention a student should receive
- o Whether the student is making adequate progress
- o Whether the implementation is being administered with fidelity
- o The extent to which the intervention is beneficial overall

Monitoring the Effectiveness of Identification and Interventions

SWPBS team should regularly agenda:
- Identification and placement of students needing Tier 2 support
  - o Are appropriate students being referred?
  - o Are we following our data based decision rules?
- Implementation of interventions
  - o Are students receiving support quickly?
  - o Is there fidelity of implementation?
  - o Do staff need training or support?
  - o How is the student and family engaged?
- Progress monitoring of students receiving Tier 2 support
  - o Has the behaviour decreased / increased in intensity?
  - o Does behaviour data indicate increase / decrease in targeted in targeted behaviours?

Student Attendance

- The school will promote and maintain high levels of student attendance and participation through:
- Articulating high expectations to all members of the school community
- Adopting consistent, rigorous procedures to monitor and record student absences
- Following up student absences promptly and consistently
- Implementing data-driven attendance improvement strategies
- Creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning

- Providing early identification of, and supportive intervention for, students at risk of non-attendance
- Linking with local community groups and agencies to maximize program and individual support
- Providing a staged response specific to student needs

Additional Assistance and Support

The school will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The school will provide the following support structures:
- Monitoring of, and responding to, protracted student absences
- Critical Incident Plan
- Protocol for mandatory reporting
- Student Support Groups for students in need. Students Support Groups may include relevant school staff, parents / guardians, students and external agencies when required.

Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches. Some sources of data are:
- The Attitudes to School Survey data
- Principal's Portal
- Parent Survey data
- Data from case management work with students

Risk Factors explored include:
- Poor attendance
- Low literacy and numeracy
- Problematic school behaviour and relationships through the number of suspensions and the number of days suspended
- Low income or unemployed family background - the occupation code of parents
- Koorie or Torres Strait Islander background
- Refugee or ESL status
- Presence of a physical disability
- Presence of learning disorders leading to integration support
- Restricted access arrangements as a result of parent separation
- Presence of a risk alert
- Experience of significant health issues

Support Services

The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:
- Psychologist for psychological and academic assessment
- Mentors - providing support for 'at risk' children
- Department of Health and Human Services case managers and support workers
- Social workers to provide services such as counselling, social skills and anger management programs
- Youth agencies
- Local parent support groups
- Relevant DEECD support staff
- C.A.S.A. [Centre against Sexual Assault]
- School Focused Youth Service (SFYS)

Resources

The Student Welfare Policy is underpinned by:
- Anaphylaxis Management Policy
- Asthma Management Policy
- Behaviour Management Policy

- Bullying, Cyber-bullying and Anti - Harassment Policy
- Duty of Care Policy
- First Aid Policy
- Health Care Needs Policy
- Incursion and Excursion Policy – when learning with an external provider
- Mandatory reporting Policy
- Medication Management Policy
- On-Site Supervision of Students Policy
- Parent Concern and Complaints Policy
- School Attendance Policy
- School Excursions & Camps Policy
- Student Engagement and Wellbeing Policy

Policies and procedures are communicated to the school community via updates in the school newsletter, school council and some policies made available through the school website.

Ratified by School Council

Date: 14/11/2016

Principal: John Barkley

School Council President: Stuart Horsburgh

Review Date: 14/11/2017