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Student Welfare Policy

Rationale

At St Mary's Catholic Primary School we believe that everyone is entitled to be treated with respect and every person has a right to feel safe and secure. At Saint Mary's we strive to create an environment that supports students learning, personal growth and positive self-esteem.

We realise that successful learning is, to a large extent, dependent on the quality of the learning environment and it is the relationships in the school that most impact on the quality of this environment.

Students at St Mary's will engage in quality and engaging learning programs without distractions by significant physical, social or emotional issues. It is a priority at Saint Mary's that the learning programs in the school include enjoyable and valuable learning experiences for all students. Our goal is to ensure all students are cared for in a safe and secure learning environment that will allow all students to achieve their goals.

St Mary's School will take every practicable step to provide a learning environment that is to be free from all that impacts on a student's capacity to be a learner and to achieve success. Children who are experiencing emotional, behavioural and learning problems will have access to professionals experienced in catering for these needs, i.e. speech pathologists, psychologists, counsellors, etc. Staff will have relevant professional development to cater for student's special needs, i.e. autism, diabetes, asthma.

Purpose

The purpose of this policy at Saint Mary's Catholic Primary School is:

- To maintain positive, tolerant and respectful relationships where students take responsibility for their behaviour and where, in partnership the school and parents support student learning, personal growth and positive self-esteem.
- Maintain a safe, positive and caring school environment.
- To create a culture where mutual responsibility taken by students, staff, parents for achieving a high standard of student wellbeing.
- To build positive relationships between teachers, students and parents
- To ensure that rights and responsibilities are known, respected and upheld in the school.
- Create clear expectations for student behaviour and how the school responds to student misbehaviour. (list of school rules created in conjunction with students displayed in the classroom)
- To familiarise both students and families of school expectations/rules through newletters, handbooks, school website.
- To use co-operative and restorative approaches to resolving conflict
- To ensure that effective management of instances of student misbehavior occur
- To ensure there is regular professional dialogue amongst staff concerning their role and the wellbeing of students
- To record major incidents of student misbehaviour and report to the Principal/Deputy Principal for further follow up with parents or care givers.

Implementation

Strategy - Key Elements

1. The Learning Program

The Victorian Curriculum clearly sets out for schools the scope of learning students need access to, as they are to mature into adults. Learning programs aligned with the Victorian Curriculum disciplines/ Learning of 'Civics and Citizenship and Health and Physical Education' as well as the Personal and social and ethical capabilities will form the cornerstone of the school's approach to student wellbeing. In this the Victorian Curriculum, the knowledge, skills and behaviors students need are described in the areas.

2. Relationships

It is important for all children to establish meaningful relationships with peers, class teacher, other students and staff. In the school's daily life, the ways in which people interact with each other impacts significantly on each person's sense of self worth, belonging and wellbeing. The fostering of high quality, positive interpersonal relationships among staff, students, and parents is a responsibility shared by everyone.

3. Expectations

To develop and sustain a motivated learning community where students experience success on a regular basis, expectations for students need to be clearly defined and consistently adhered to.

4. Specialist Support

Student Welfare is serviced by two linked but different services, Student Support and Learning Adjustment Support. These two services provide staff and students with the support needed to meet the individual needs of students. Student Support takes a focus on assisting staff to meet the behavioural, emotional and social needs of all students, and Learning Adjustment takes the focus on students with special and particular learning needs.

Specific Strategies

Strategies that our school is committed to developing to assist in nurturing an effective whole-school behaviour management system include-

- A Whole-school Approach Positive Behavior supports:
 - Personal and Social Capability
 - Child safe Standards
 - Duty of Care
 - Occupation health and safety
- Positive Student-Student Relationships
- Anti-bullying Strategy
- Embedded Social Skills
- Positive Involvement with Parents
- Positive Student-Teacher Relationships
- Strong Staff Collaboration
- Values Education focusing in particular on respect, compassion, cooperation and friendliness
- Student Leadership and Ownership
- Community Service Opportunities
- Fun and humour
- School Pride and High Expectations
- Teacher Structures that Support Students by the members of the Student Wellbeing Team

Evaluation

This policy will be reviewed as part of the school's four-year review cycle or as required.

Ratification

This policy was last ratified by Saint Mary's Catholic Primary School in December 2017