



# St Vincent's Primary, Aranda

## Student Welfare and Management Policy

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### Related St Vincent's Policies

Pastoral Care

### Rationale/Purpose

**Please note:** *The school does not permit corporal punishment of students attending the school, and that the school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons (including parents) to enforce discipline at the school.*

The goals of the Student Welfare and Management Policy Statement at St Vincent's Primary School are to:

- Establish an atmosphere of mutual respect and support.
- Develop self-discipline and a sense of worth.
- Respect the rights and feelings of others.
- To be responsible for their own actions.
- Ensure that students, staff and parents clearly understand the school's expectations of student behaviour.
- Establish guidelines to deal with unacceptable student behaviour.
- Establish clear protocols for contacting parents to inform, consult and subsequently address the area of need for the student experiencing difficulty.

The achievement of these goals must take account of three related aspects of student welfare and management:

- **Preventative action:** to prevent unnecessary disruptions.
- **Corrective action:** to correct problems when they arise.
- **Supportive action:** to employ support procedures and processes

### IMPLEMENTATION

The Student Welfare and Management Policy is based on a proactive and positive approach where we

- Acknowledge shared responsibility for all students.
- Negotiate and establish clear rights and responsibilities.
- Minimise embarrassment of students and are aware of the needs of individuals.
- Maximise students' ownership of behaviour.
- Acknowledge that our expectations affect our behaviour as classroom facilitators.
- Maintain impartiality.
- Follow up and follow through consistently.
- Utilise the wide support of peers, staff, counselling support and parent.

### RIGHTS AND RESPONSIBILITIES

Classroom rights and responsibilities need to be positive, specific and explicitly taught to students. It is important that these rights and responsibilities be designed and displayed prominently around the school or classroom.

Areas to consider include:

- Movement
- Communication
- Respect for each other and the environment
- Safety and security
- Problem and Conflict solving
- Environment

- Learning

### **PREVENTATIVE STRATEGIES:**

- Negotiate and establish clear rights and responsibilities.
- Establish clear expectations about work, tasks, behaviours, routines etc.
- Keep the students actively involved in and on task.
- Design and organise a well-planned and attractive classroom - seating, movement, access to equipment, clearly labelled cupboards etc.
- Reinforce “Stop, Think, Do” and the “5 Steps to avoid Bullying.” (See attached information);
- Establish a time out area within the room.
- Access adequate resources.
- Plan lessons to cater for all students.
- Maintain a sense of humour.
- Use positive reinforcement and acknowledge ‘on task behaviour’.
- Build a positive classroom environment.
- Issue Encouragement Awards regularly throughout the year.

### **CORRECTIVE STRATEGIES:**

- Be aware of what we say and how we say it, when a student is disruptive or off-task.
- Tactically ignore some behaviours.
- Regularly scan and move around the classroom, don't be sitting at the desk.
- Move near or make eye contact with those off task, eg talking, not working, etc.
- Question casually or indirectly.
- Give simple directions or warnings to the student concerned in a quiet even voice.
- Defuse or redirect potential conflict.
- Remind or restate classroom rights and responsibilities regularly.
- Give simple choices.
- Listen to students and give them the opportunity to tell their account of the story.
- Take students aside from the group, if possible don't discipline in front of the class.
- Use 'in class' TIME OUT;
- Use TIME-OUT in another classroom and
- Complete incident reflection and TIME OUT REFLECTION.

### **SUPPORTIVE STRATEGIES:**

- Follow up disruptions later when the 'initial heat' has subsided.
- Debrief using restorative practice.
- Encourage students wherever possible, eg 'catch kids being good';
- Re-establish and rebuild working relationships as quickly as possible.
- Develop contracts with a student.
- Develop and maintain a climate of respect – teacher for child/child for teacher etc.
- Refer to a leadership team member or Learning Support.
- Involve parents/guardians/caregivers.
- Apply a team approach to solving behaviour problems.
- Use external agencies including CEO and Catholicare services.

### **CONSIDERATION FOR SUSPENSION**

Suspension of a student is a school matter but should not be used in the first instance of undesirable behaviour unless the Principal judges that such behaviour could cause grave moral and/or physical harm to other persons.

In the ACT, students may be suspended, provided the Principal is satisfied that such action is warranted, such as when a student:

- Demonstrates consistent and wilful non-compliance.
- Acts violently or threatens violence frequently.
- Shows no desire to take control of actions.
- Threatens good order.
- Disrupts own learning or that of other children.

Good behaviour and cooperation will continually be reinforced and encouraged. Praise and positive reinforcement is our number one priority.

***(Suspension Policy – Archdiocese of Canberra and Goulburn Catholic Education Office July 2007).***

***Please refer to School Policy T/Policies and Procedures/Policies/Suspension of Students***

### **EVALUATION**

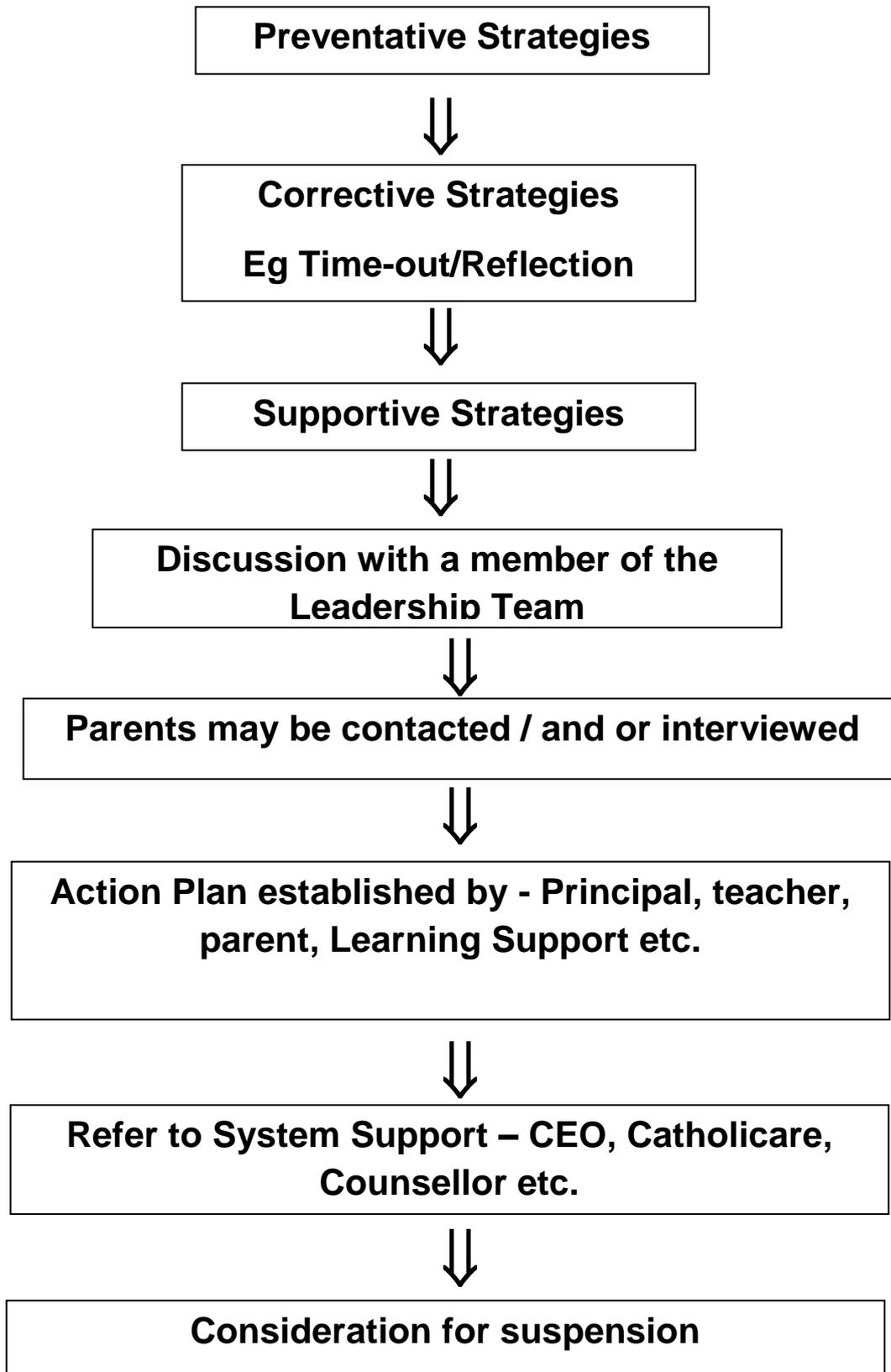
This policy should be reviewed annually and reintroduced at the beginning of each year. New strategies and resources will be introduced and noted each year.

### **SUPPORT DOCUMENTS**

- Diagrammatic steps to unacceptable behaviour
- Time out reflection – primary and K – 2
- Action Plans
- Statement on Bullying.
- [CEO Student Management policy](#)



## Diagrammatic steps to be taken when unacceptable behaviour occurs





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### **BULLYING**

Bullying is the misuse of power, position and privilege. It is usually targeted and sustained. It is done to intimidate, coerce, to engender fear, and to control. Bullying can take a number of forms:

<b>Physical:</b>	Pushing, kicking, hitting, pinching, threats.
<b>Verbal:</b>	Name calling, sarcasm, spreading rumours, persistent teasing.
<b>Emotional:</b>	Excluding, tormenting, ridicule, humiliation.
<b>Racist:</b>	Racial taunts, graffiti, gestures.
<b>Sexual:</b>	Unwanted physical contact or abusive comments.
<b>Cyber/SMS:</b>	Sending inappropriate messages by internet or mobile phone.

### **POSSIBLE SIGNS OF BULLYING**

A student may indicate by their behaviour that they are being bullied. Students may:

- be unwilling to attend school;
- feel ill in the mornings;
- begin doing poorly at school;
- come home hungry;
- become withdrawn, lack confidence;
- become distressed and anxious, stop eating;
- have nightmares;
- have their possessions go missing;
- ask for money;
- refuse to say what's wrong;
- become more aggressive and unreasonable.

### **GOALS**

The goals of the Bullying Statement at St Vincent's Primary School are to:

- Reinforce the view that bullying is not acceptable and will not be tolerated at school.
- Provide a safe, happy and positive learning environment for our students and staff.
- Create a supportive climate for victims and break down the code of secrecy.
- Support and help the bully as well as the victim.
- Provide suitable counselling services for the bully, as well as the victim.
- Provide a physical environment which encourages good behavioural patterns.
- Move beyond a crisis-management approach to an environment free from abuse.

### **STAFF**

The staff of St Vincent's will:

- Watch for possible signs of bullying.
- Take the problem seriously and investigate the incident.
- Keep accurate records of all bullying incidents (see Appendix 5).
- Interview bullies, victims and witnesses.
- Decide on appropriate action.
- Contact parents of students involved and consult in regard to strategies to assist all parties.
- Use all students as a positive resource in countering bullying and take time to discuss the problem in class and at assemblies.
- Promote an awareness of anti-bullying and offer lessons, discussions, role play programs, etc about Bullying.
- Ensure that all accessible areas of the school have a staff presence at breaks and before and after school.
- Hold follow up meetings with parents to report progress
- Inform all members of staff about the incident and action taken
- Be consistently on the move whilst on playground duty.

## STUDENTS

Students of St Vincent's Primary School should be informed and explicitly taught:

- To report all incidents of bullying to a trusted teacher or their classroom teacher, even if they are not directly involved.
- That bullies, victims and witnesses will be required to discuss the incidents with the teacher and /or with a member of the Leadership Team.
- Ways to avoid bullying and how they can create a safe and happy environment at school.
- To refer to the 5 step policy on display in the classrooms and around the school

## PARENTS

Parents/caregivers should be regularly advised to:

- Watch for possible signs of bullying.
- Inform the school of any bullying incidents.
- Talk to their child about bullying.
- Encourage their child to report any incident of bullying.
- Listen sensibly and systematically to reports on bullying.
- Work with the school to seek a suitable solution.

## SUPPORTING THE BULLYING STUDENT

Beyond other strategies mentioned in the Student Welfare and Management Policy, the following are possible strategies to use when supporting the 'bully':

- Reassure the student that it is the behaviour that is unacceptable not them personally.
- Discuss ideas about why they 'bully' and what will assist them to stop.
- Find out what is particularly troubling the student.
- Discuss ways for the student to make amends.
- Teach students the difference between assertive behaviour and aggressive behaviour;
- Praise the student when they are seen to be doing the right thing.
- Set realistic goals (maximum of 3 at a time)
- Establishment of a management plan for the student.
- Use restorative practice strategies whenever possible.

## SUPPORTING THE VICTIM OF BULLYING

Victims often feel vulnerable and powerless. Their self-esteem can be low and the aim is to build their self-confidence and teach them strategies to deal with bullying. Possible strategies to use when supporting the victim:

- Reassure them that the bullying is not their fault.
- Try and minimise opportunities for bullying (stay with friends, etc).
- Practise assertiveness techniques with students (saying NO!, walking away).
- Provide opportunities for students to talk and express their feelings about issues (Classroom Meetings).
- Give them responsibility and praise them for their efforts.
- Provide access to a trained counsellor.
- Encourage participation in self-esteem building activities and programs.
- Use restorative practice.

## RESOURCES

**Bullying NoWay** website: <http://www.bullyingnoway.com.au>

**Kids Matter website** – An Australian Primary Schools Mental Health Initiative:  
<http://www.kidsmatter.edu.au/primary>

<p><b>Approved by:</b> St Vincent's Staff <b>Implementation Date:</b> July 2013 <b>Revision Date:</b> January 2015 <b>Contact Person:</b> School Leadership Team</p>
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**Date:**

**Person making the Report:**

**Those Involved:**

**Incident:**

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**Action Taken:**

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**Follow up:**

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Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_



## St Vincent's Primary, Aranda Student Welfare and Management Policy

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What I did:

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Why I did it:

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Who else was involved?

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What I will do next time:

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Teacher Comments:

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Class Teacher Notified:      Yes/No

Student signature: \_\_\_\_\_



Signature: \_\_\_\_\_

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Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**Student may dictate for teacher to write, or draw own account of what happened**

**What I did:**

**What I should have been doing:**

**Signed Student:** \_\_\_\_\_

**Signed Teacher:** \_\_\_\_\_



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Child's Name: \_\_\_\_\_ Date \_\_\_\_\_

Teacher: \_\_\_\_\_

### Areas of strength:

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### Areas of concern:

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### Initial areas of focus:

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### Initial strategies:

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### Follow up:

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Parents notified: Yes/No

Signed: \_\_\_\_\_



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Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Behaviour Management Team \_\_\_\_\_

1. Strengths to build on and encourage

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2. Main unacceptable behaviours

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3. Behaviours to be focussed on initially

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4. Steps to take when unacceptable behaviour is demonstrated

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5. If unacceptable behaviour continues

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**Good behaviour and cooperation will continually be reinforced and encouraged. Praise and positive reinforcement is our number one priority.**