STUDENT CARE AND SUPPORT POLICY

OVERVIEW:
The guiding principle of our Student Care and Support Policy is “BUILDING QUALITY RELATIONSHIPS”

OUR MISSION STATEMENT STATES:
Currambine Primary School Student Care and Support Policy will facilitate the development of QUALITY RELATIONSHIPS between all members of our school community.

We will achieve this by:

- Proactively providing a supportive, caring and effective learning environment.
- Encouraging and reinforcing desirable behaviours.
- Designing constructive alternatives for dealing with minor behavioural infractions.
- Planning to alter behaviours causing major infractions.

The establishment of positive relationships between staff and students is of paramount importance if a sense of pride and commitment is to be developed and maintained at Currambine Primary School. Successful relationships foster positive self-concepts and attitudes, which lead to successful performance.

Relationships based on trust, and a demonstrated caring approach by the school staff, can make a real difference to the attitudes and behaviour of students.

This School’s Student Care and Support Policy embodies the mission statement and represents a total school approach towards the achievement of a friendly, safe and pleasant environment at Currambine Primary School in which students and staff can strive for excellence in their educational pursuits. We aim to create an environment in which students are able to learn with little or no disruption from others and are encouraged to be responsible for their own behaviour.

Effective student management is essential for the promotion and maintenance of order in our school. At Currambine Primary School student behaviour is managed with respect and dignity in a way which promotes learning. With this in mind, the school community has collaboratively developed a charter of rights, responsibilities and rules to promote effective teaching and successful learning.
### RIGHTS AND RESPONSIBILITIES

These rights and responsibilities apply to all members of our school community.

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<thead>
<tr>
<th>Our Rights</th>
<th>Our Responsibilities</th>
<th>Examples of Acceptable Behaviour</th>
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<tbody>
<tr>
<td>To be treated with courtesy and consideration</td>
<td>Practise courtesy, consideration and cooperation</td>
<td>• Respect others, i.e. No teasing or name-calling</td>
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<td>• Be honest and courteous in all situations.</td>
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<td>• Socialise in a friendly manner.</td>
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<td>• Respect the culture and diversity of all members of the school community.</td>
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<tr>
<td>To work in and enjoy a safe, secure and clean</td>
<td>Keep our environment safe, secure and clean.</td>
<td>• Take care of all property, furniture, buildings and grounds.</td>
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<td>environment.</td>
<td>Respect student, staff and school property.</td>
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<td>To teach and learn without disruption</td>
<td>Ensure that there is no disruption to another person’s teaching-learning environment</td>
<td>• Follow classroom rules and directions from staff.</td>
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<td>• Arrive at all classes punctually.</td>
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<td>To achieve our educational potential.</td>
<td>Develop my potential and assist others in doing the same.</td>
<td>• Do my best in all school activities.</td>
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<td>• Allow and encourage others to do the same.</td>
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<tr>
<td>To be proud of our achievements.</td>
<td>Acknowledge achievement in a positive manner.</td>
<td>• Display appreciative and considerate behaviour when recognition is being given.</td>
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### CODE OF CONDUCT

**COURTESY, CONSIDERATION AND CO-OPERATION** between students and teachers are essential to maintaining a pleasant learning environment. Students and staff have a right to feel safe at school. Respect for other people’s property and equipment is essential. This code of conduct has been agreed to by staff, students, and parents.

The following conduct is necessary to preserve good order, site safety, and the rights of all members of our school community.

1. Play in a safe, sensible way.
2. Play in your area.
3. Be courteous.
4. Follow teacher directions without question.
STAFF ROLES AND RESPONSIBILITIES IN STUDENT CARE AND SUPPORT

Currambine Primary School has adopted whole-school approach to student care and support. To maximise the effectiveness of this approach, the following roles and responsibilities are accepted by staff.

ALL STAFF AGREE TO:

1. Create a positive classroom environment. Reinforce appropriate behaviour by encouragement; reward and praise.
2. Be conversant with and implement classroom management practices and procedures which reflect current good practice.
3. Be aware of the school and classroom rules and display them in the classroom.
4. Be consistent in approach and fair in application of behavioural consequences.
5. Focus on the student’s behaviour rather than the student.
6. Allow students the opportunity to participate in the formulation of the classroom rules. Rules should complement all of the stated rights of the school community.
7. Place emphasis on the resolution of difficulties and conflict.
8. Maintain clearly documented behaviour records whenever there are behavioural incidents or problems requiring resolution. These reports provide a history of behaviour:
   a) in any parent interview; and
   b) for post-isolation discussion.
9. Follow up and follow through on behaviour management issues.
10. Be familiar with relevant team policy.
11. If students do not follow the class rules then a procedure should be used that includes:
    • Verbal warning, clearly specifying required behaviour
    • Up to a maximum of two reminders
    • In class time out
    • Buddy class time out
    • Referral to administration

THE ADMINISTRATION AGREES TO:

1. Support the principles of the Student Care and Support Policy.
2. Promote a positive school environment.
3. Suspend a student from school as stipulated in the Student Care and Support Policy for any severe breach of behaviour.
4. Manage end-of-line behaviour management strategies.
5. Promote a positive school environment.
6. Assist and support staff with the care and support of students and the development and implementation of individual student plans
7. Monitor student behaviour in school grounds.
8. Contact parents in writing, when behaviour is referred to administration staff
9. Manage filing of student behaviour reports.

TEAM LEADERS AGREE TO:

1. Establish a short term withdrawal system (buddy partner withdrawal system) within the team.
2. Provide support for classroom teachers.

ASSOCIATE PRINCIPALS AGREE TO:

1. Promote a positive school environment.
2. Oversee whole school student care and support.
3. Facilitate the review process for the Student Care and Support Policy.
4. Undertake and provide staff with ongoing training for student care and support.
5. Assist in day to day student care and support.
6. Liaise with Team Leaders and class teachers for ongoing counselling of students, as required.
HOMEROOM TEACHERS AGREE TO:
1. Provide support to individual students.
2. Provide follow up counselling of students from a pastoral care point of view.
3. Establish and manage programmes to promote positive behaviours.
4. Maintain contact with parents of students causing concern, as required.
5. Maintain accurate records of attendance and behaviour concerns.
6. Follow up and follow through on attendance issues as laid down in School Policy.
7. Provide initial counselling for students in a pastoral care manner.

ALL STAFF - PARENT/CAREGIVER CONTACT AT CURRAMBINE PRIMARY SCHOOL

Staff are encouraged to maximise their contact with parents/caregivers. It is important that the efforts of students are recognised and acknowledged and parents/caregivers are informed of their child’s progress. Letters of commendation, phone contact, acknowledgement slips and scheduling parents/caregivers interviews are just some means of improving staff/parents/caregivers relationships.

Staff must contact parents when a child’s disruptive behaviour is adversely affecting the learning of that child or others in the class, according to procedure as laid down in this policy.

Staff are reminded that they should call on other school personnel (Principal, Associate Principals, Curriculum Leaders and Student Services personnel) to assist with interviews and parent/caregivers contact. These personnel have considerable experience in dealing with parents, may already have made formal or informal contact with students/parents/caregivers, and are available to advise and assist teachers in this matter.

STUDENT BEHAVIOUR MANAGEMENT MANUAL REVIEW PROCEDURE

1. An annual review process is to be undertaken by staff each year to review and modify, if necessary, the current student care and support policy.
2. Time during professional development days will be allocated for the upskilling of staff.
3. New staff will be inducted in the school’s behaviour management plan at the beginning of the school year and as necessary.
4. Regular behaviour management discussions are to occur at Team Meetings.
5. Behaviour management issues are to be scheduled regularly on full Staff Meeting Agenda

WHOLE SCHOOL REWARD SCHEME
All staff will issue faction coloured reward cards for in class and out of class positive behaviour. A limit of ONE card per behaviour will be issued. These will be collected in faction boxes and the total tallied as points for each faction. The faction total will be announced at Assembly. At the assembly a winner will be drawn from each faction to receive a canteen voucher. At the end of the term, the winning faction will be acknowledged and receive a coloured ribbon.

GOLD CLASS REWARD SCHEME – Years 4-7
All students will receive a Bronze reward card and will collect signatures from staff for positive behaviour. A limit of ONE signature per behaviour will be used. Once a student has 50 signatures, they will report to admin and receive a Bronze certificate and their Silver Card. Their name will be added to the Bronze Reward List.
Once they have received 50 silver signatures, they will receive a Silver Certificate, pencil case/bag tag and their name will be added to the Silver Reward List. They will be given a gold card.
Once they have received 50 gold signatures, they will receive a Gold Certificate, badge and their name will be added to the GOLD CLASS LIST.
Lost cards will be replaced but students must then earn the required signatures to complete the card.
CHECKLIST FOR TEACHING STAFF. HAVE YOU....

☐ Discussed your classroom expectations with your class?
☐ Clearly published your classroom rules and the consequences applying to your classroom?
☐ Checked to see when the misbehaviour occurs - morning, before lunch, afternoon, continually? Is there any pattern of misbehaviour?
☐ Checked to see what the student is actually doing to concern you? Be specific in describing the misbehaviour.
☐ Checked to see that the content being taught is appropriate to the student?
☐ Thought about modifying your programme?
☐ Considered whether your consequences are fair and reasonable and whether you are able to consistently enforce them?
☐ Considered positive reinforcements/rewards to promote success?
☐ Thought about modifying your behaviour?
☐ Considered cultural or other special factors?
☐ Isolated the students in class or moved them closer to you?
☐ Changed the physical seating arrangements of the students?
☐ Considered that a less pleasant activity is more likely to be completed when followed by a pleasant activity?
☐ Contacted Parents regarding unsatisfactory progress?
☐ Followed the Student Care and Support Policy correctly (note importance of parent contact.)
☐ Planned lessons to suit the time of day if possible i.e. “heavy” lessons in the morning?
☐ Planned for students to be successfully on task?
☐ Provided specific feedback regarding your students’ behaviour?
☐ Considered presenting information through a variety of formats?

WEAPONS ON SCHOOL PREMISES

Incidents involving weapons should be dealt with as a serious breach of discipline and students suspended immediately as per the School Education Regulations 2000 43(1(b)). The school community is reminded that under the Weapons Act 1999 ‘it is an offence to carry or possess a weapon; purchase, sell or supply a weapon; and/or manufacture a weapon.’ Where the weapon is deemed to be prohibited or controlled, the principal will contact police immediately. The incident must also be entered on the Department’s incident notification system. Prohibited weapons are any item that has no other purpose other than as a weapon such as firearms, spray weapons, flick knives or switch blades. Controlled weapons include those used in the practice of a martial art, sport, act or similar discipline such as swords, machete or spear guns.

ANTI BULLYING POLICY

Everybody has the right to feel safe at school at all times therefore bullying will not be tolerated at this school. Its prevention is the responsibility of every member of the school community. The school will react firmly and appropriately to all identified occurrences of bullying.

Bullying is a wilful conscious desire to hurt, threaten or frighten. Bullying is generally ongoing. It can be:

- physical aggression or threatening behaviour
- the use of put down comments or insults
- name calling
- damage to the person’s property
- deliberate exclusion from activities
- the setting up of humiliating experiences.
This school currently has a number of programs established to promote a caring and supportive environment. These educative and positive programs should ensure that bullying and violence are minimised. There is a range of sanctions against bullying incidents available, depending on the seriousness of the situation. Some of these include:

- Meetings/discussions with bullies and victims.
- Discussions with parents and students together.
- Referral to Student Services for further action.
- Withdrawal from Extra-Curricula activities.
-Suspensions/Exclusion from school.

The school:

- Acknowledges that bullying is a feature of our society.
- Supports students who are being bullied by:
  i. discussing bullying in role-play situations;
  ii. placing bullies in victim’s position in role play;
  iii. improving the self esteem of victims through social skills programs;
  iv. teaching more assertive responses to bullying incidents; and
  v. develop programs to assist bullies work co-operatively with others rather than in a confrontational way.
- Takes bullying seriously and find out the facts of any incident.
  This will involve:
    i. meeting those concerned individually – both bully and victim must write down an explanation of the event(s);
    ii. using peer group pressure to actively discourage bullying;
    iii. breaking up bully groups;
    iv. contacting parents/caregivers at an early stage; and
    v. helping victims develop positive strategies to combat bullying.

- Be pro-active with respect to bullying in a consistent way that allows for monitoring of such behaviour.
- Discusses appropriate standards of behaviour and school rules with all students.
- Uses Student support services where necessary.
- Involves the police and other agencies as necessary.

Parents/Caregivers

It is always a good idea to take an active interest in your child’s social life and chat about friends and their activities in and out of school. As well as keeping up to date with your child’s friendships you may well learn of disagreements or difficulties.

Watch for signs of stress/or distress in your children. These signs of stress/distress are numerous and may include:

- an unwillingness to attend school,
- onset of headaches,
- stomach aches or bruising,
• toys or equipment going missing,
• requests for extra pocket money, and
• damaged clothing or books.

There are many reasons why your child may be unsettled at school, bullying is always a possibility.

If you suspect your child is being bullied inform the school immediately and request an interview with the appropriate Homeroom Teacher/Curriculum Leader to discuss your concerns. The school will assist in devising strategies to provide your child with support both inside and outside the school.

If you suspect that your child is a bully, it is recommended that you contact the school immediately to discuss your concerns with the appropriate Homeroom Teacher/Curriculum Leader. The school can assist in devising strategies to change the bullying behaviour.

Keep a written record of all bullying incidents including details such as who, what, when and where.

In the cases of physical violence do not encourage your child to hit back. It could make matters worse.

Ways you can help stop bullying:
• Don’t stand by and watch – get help.
• Show that you and your friends disapprove.
• Give support to students who may be bullied.
• Be careful about teasing or personal remarks – imagine how you might feel.
• If you know of bullying, tell a trusted member of staff. The victim may be too scared to lonely to tell.