

APPLICABLE TO	All teaching staff at Rosary Park Catholic School, Branxton
DOCUMENT OWNER	Rosary Park Catholic School, Branxton
APPROVAL DATE	May 2019
APPROVED BY	Principal
LAST REVIEW DATE/S	May 2019
NEXT REVIEW DATE	May 2021
RELATED DOCUMENTS	Child Protection: Reporting Concerns for Children Updated 2015 Anti-Bullying 2012 and supporting resources Child Protection Code for Professional Standards 2005 Student Welfare Procedure 2019 Anti-Bullying Policy Staff Handbook Parent Handbook National Safe Schools Framework 2017

Purpose

This Policy supports students and teaching staff at Rosary Park Catholic School Branxton in the area of student welfare. This document promotes a supportive school environment that fosters positive student self-discipline and an environment underpinned by the school motto of: 'Built on Faith, Knowledge, Respect'.

Policy Statement

Rosary Park Catholic School recognises that student welfare encompasses everything the school community does to meet the spiritual, social, interactive and academic needs of all those who work at our school.

At Rosary Park Catholic School, we believe that staff, students and parents can create a school environment where respect for others nurtures a safe and supportive school environment. To this end the school implements Positive Behaviour for Learning (PBL) which is a proactive approach to positive behavior management, encompassed by our Catholic ethos and common language of Making Jesus Real (MJR) and Restorative Justice (RJ) which underpins our beliefs as a Catholic school community.

- We believe that a school community can work in harmony yet recognize that when student discipline is concerned a systematic approach is required that supports students to modify their inappropriate behavior. In extreme circumstance sanctions may be aligned to student behaviours which may include suspension, expulsion or exclusion from the school or system. These sanctions will be managed within a procedurally fair process. This school expressly prohibits **corporal punishment**. The school does not sanction, either explicitly or implicitly, the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The implementation of this policy is found within the Student Welfare Procedures document and is separated into two sections:

- i) Preventative and Support Measures
- ii) Responsive and Restorative Measures

There is a parallel policy titled the Anti-Bullying Policy which deals with direct responses to behaviours that are alleged and determined as bullying.

Definitions

Student Welfare: Any action (philosophy, initiative, program, procedure or response) within the school community that works to ensure the emotional, social, physical and academic wellbeing of the members within that community.

Behaviour Management: A specific procedure that explicitly states, models and guides members of the community in clear behaviour expectations and school responses to poor behaviour choices.

Suspension: is a temporary withdrawal of a student's right to participation in and attendance at regular school activities. The length of time of suspension will vary depending on the nature of the incident and the purpose of the suspension. If suspension is served internally, then the student must attend school, but be withdrawn from all normal classes and other usual daily activities.

Expulsion: means total exclusion of a student from attendance at the school of enrolment within the diocese of Maitland-Newcastle. Expulsion is an extreme disciplinary step reserved for cases of gross misconduct, extremely grave breaches of school rules and behaviour that is persistently disruptive and/or dangerous.

Exclusion: As a result of school or schools, after following due process find it necessary to expel a student, it may be deemed necessary for the System to prevent this student from admission to a number or all systemic schools.

Procedural Fairness: is ensuring that the decision-making process is done so in a fair and reasonable way for all parties.

Scope

- The Leadership Team, along with all classroom teachers, will be responsible for the implementation of this policy. Support staff will assist in supporting the teaching staff each year.
- At the commencement of each year, the staff will be familiarised with this Student Welfare Policy. Access to this policy and support statements as well as all other policies is available through the School Policy Database via a desktop icon.
- The principal and assistant principal will ensure the wider community is aware of this policy regularly and when changes are required.

Guiding Principles

The aim of Student Welfare in our school is to make Rosary Park a safe and supportive school where students can achieve academic, social success through the involvement, co-operation and effort of students, parents and staff.

Some key objectives for this Policy for students are:

- To accept, respect and support all members of our community.
- To develop confidence and positive self-esteem, respect and dignity receive positive affirmation.

Some key School Objectives for this Policy are:

- To provide a, safe and enjoyable learning environment where a sense of belonging is evident.
- To help pupils develop behaviours that will assist them in becoming independent, responsible caring members of the school and wider community.
- To provide guidelines for staff on the procedures to follow in the management of appropriate and inappropriate behaviour.

Budget

Appropriate funds will be allocated from the school budget to allow for the successful implementation on this policy

Legislative/Professional Guidelines

- Disability Discrimination 1992
- National Safe Schools Framework 2017
- Disability Standards for Education (2005) and Guidance Notes, revised 2012
- Australian Education Act 2013
- National Professional Standards for Teachers (2011). Standard 4- Create and Maintaining Supportive and Safe Learning Environments, p.14
- Registration Systems and Member Non-Government Schools NSW Manual, Transitional – January 2017 incorporating changes from 2004 to 2017