Wahroonga Preparatory School

Safety & Student Welfare Policy
SAFETY & STUDENT WELFARE POLICY

STATEMENT OF PURPOSE

Wahroonga Preparatory School provides a caring and supportive environment where academic achievement is encouraged and the uniqueness, personality and talents of the individual are valued and developed in an atmosphere which fosters tolerance, kindness and respect.

CORE VALUES

We Believe

• The whole school community shares the responsibility for the educational process.
• Open communication promotes self-esteem, happiness, tolerance, understanding and acceptance.
• All programs are developed with an emphasis on excellence in teaching, leadership and acceptance.
• Each student should be literate, numerate and responsible for his/her own continuous learning.
• A pleasant physical environment is conductive to high self-esteem and pride in belonging.
• The development of social flexibility - acceptance and respect for property, self and others - is essential.

We do not believe in any form of discipline which involves corporal punishment. This means no staff member has the right to inflict any form of physical force as a means of punishment on a student.

We do not encourage parents or caregivers to use forceful discipline in the home in relation to school matters.

We do not agree with any contractors or visitors to the school to discipline children in any form. All matters are to be referred to the supervising teacher or Principal.

INTRODUCTION

Student welfare at WPS

• Encompasses everything the school community does to meet the personal, social and learning needs of students.
• Creates a safe, caring school environment in which students are nurtured as they learn.
• Is achieved through the total school curriculum and the way it is delivered.
• Incorporates preventive health and social skills programs.
• Stresses the value of collaborative early intervention when problems are identified.
• Provides ongoing educational services to support students.
• Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony.
• Recognises the role that the school plays as a resource to link families with community support services.
• Provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of the school
  - derive enjoyment from their learning

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents/caregivers and the wider school community. The objectives and outcomes
that follow therefore relate to:
- effective learning and teaching
- positive climate and good discipline
- community participation

**EFFECTIVE LEARNING AND TEACHING**

**Objective**
To enhance effective learning and teaching by:
- encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual learning needs of students
- establishing well managed teaching and learning environments
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- ensuring that gender and equity issues are recognised and addressed across the curriculum.

**Outcomes**
- Students will be active participants in the learning process
- Co-ordinated student services will provide effective support to classroom programs
- The learning experiences of students will affirm their individuality and be positive and satisfying.

**Results for Students**
- Students will participate in decisions about their own learning.
- Students will pursue a program of learning relevant to their needs and aspirations
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation
- Students will develop competencies which enhance the quality of their relationships with others
- Students will feel valued as learners.

**POSITIVE CLIMATE AND GOOD DISCIPLINE**

**Objective**
To enhance school climate and discipline by:
- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice.
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting gender stereotypes
- incorporating students' views into planning related to school climate and organisation
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student monitor and class leader.
Outcomes

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices
- Principles of equity and justice will be evident in school plans, programs and procedures
- The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school
- The school will be an inclusive environment which affirms diversity and respects difference

Results for Students

- Students will be safe in the school environment
- Students will know what is expected of them and of others in the school community
- Students will be able to learn without disruption from unruly behaviour
- Students will be provided with appropriate support programs
- Students will contribute to decision making in the school
- Students will participate in all aspects of school life as equals
- Students will value difference
- Students will be respected and supported in all aspects of their schooling

COMMUNITY PARTICIPATION

Objective

- Building learning communities in which staff, students and parents work together
- Encouraging parents and community members to participate actively in the education of young people and in the life of the school
- Acknowledging parents as partners in school education
- Encouraging students to have a sense of belonging to the school community
- Assisting families to gain access to support services in the community
- Fostering close links with the wider community
- Inviting parents to share their skills and experiences in the school community
- Supporting students and their parents in making decisions about learning programs
- Recognising students' families, cultures, languages and life experiences

Outcomes

- There will be strong links between students, staff, parents and other members of the school community
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial
- Staff will facilitate parent and community involvement in a range of school activities

Results for Students

- Students will be supported by parent and community participation in school activities
- Students will value the school as an integral part of the community
- Students and their families will know how to gain access to relevant support services in the community
- Students and their families will know how to gain access to relevant support services in the community
- Students will be partners with parents and teachers in the teaching and learning processes at the school
Strategies for Teachers’ Classroom Behaviour

- Use positive reinforcements in the classroom
- Use buddy class as positive reinforcement to encourage appropriate behaviour by allowing children to work with buddy
- Time out area in room
- Use buddy class where child can be sent for 5-20 minutes
- Use supervisor as sounding board/referral source
- Write referrals after consultation with supervisors
- Use every possibility to write positive referrals

Playground Behaviour

- Circulate in playground checking toilets and problem areas frequently
- Have a ‘time out’ area in playground where children can sit for 5 minutes
- Have a child be your shadow for 5-10 minutes. Assists in taking heat out of the situation
- Deal with the problem if you can. Only serious matters sent to the office. Reward excellent behaviour with positive referrals through class teacher

Classroom Rules

- The children and the teachers devise classroom rules which are on display in the room
- We believe that if children know the rules and take an active part in devising them then they will be committed to following the rules.

Duty of Care

This is paramount within the school. Every member of staff is responsible for the well being of any child under their supervision, whether stated or otherwise. It is the responsibility of each individual staff member to act appropriately whether an executive staff member is present or not.

Movement Around the School – Expectations of Teaching Staff

The movement of classes around the school is to be supervised at all times. Therefore it is the responsibility of the last supervising teacher to hand over the class to the next teacher in charge. Children should move around the school in quiet lines. Discourage running by pulling children up. This includes Pre-Kinders.

Children moving around in small groups or individually must be reminded of prompt movement to the area where their lesson is to be held.

No child is to be in a classroom or any area that is not supervised directly by a teacher. Children are not allowed into the building before school, during recess or lunch without the consent of the teacher on duty.

No children are allowed to be in their classroom or on the computer during breaks to do work without the teacher being in the room at all times.

At the beginning of the break, it is the responsibility of the last teacher to ensure every child from the class is out of the classroom. This applies to specialist staff as well as the classroom teacher.

They are also required to supervise the movement to assembly and conduct of the class while waiting for the class teacher to join them.

If a teacher is late for a class, the previous teacher needs to send a student to notify the office and staffroom so that they may be released to attend to their next lesson. Punctuality of staff is expected at all times.
**Playground Duty**

The playground is supervised by staff members before school, recess and lunchtime. All staff have been placed on the duty roster. Staff are reminded of their legal duty of care in relation to playground duty:

- No child is allowed into the school buildings without permission from the teacher on duty,
- A school sports hat is to be worn at recess and lunch,
- Maintaining a litter-free state in the school grounds, stairs etc. is a high priority. Students should tidy the area each day before their break ceases (i.e. each class group belonging to teacher on duty in second half of lunch or as otherwise specified). No area is dismissed until it is cleared of rubbish.
- The play area should be left tidy of toys, sand and equipment at the end of the break.
- **No tackling games are allowed in the playground. E.g. bulrush, piggy back games.** Stop any rough, dangerous or unfair play,
- Children are encouraged to use the bathrooms at recess and lunchtime. Teachers encourage them not to use them after the bell.

**Rules in Playground Equipment Area**

1. No running.
2. No ball or other games in area.
3. No kicking, pushing, hitting or acting in any way which may cause injury, danger, distress or exclusion to another student.
4. Climbing bars are only one-way.
5. Sensible behaviour and taking turns in an orderly fashion are expected.

**Penalties for unacceptable behaviour in the playground / equipment areas**

- All students will be informed of rules, assisted to understand these and the reasons for needing them before infringements are introduced.
- Equipment infringements: students to be asked to leave area immediately and sit on garden brick wall in sight of teacher.

Children attending activities at lunch (choir, basketball, dance, drama club, stamp club or chess) will eat in the playground as usual then go to the designated area for their extra curricular activity. Children should be back to class by 1:15pm. Teachers must be in their appropriate rooms at 1:15pm. No child should be in a room without supervision.

**Playground infringements**

(At teacher’s discretion, this may include unruly, boisterous behaviour, potentially dangerous games, intervention in other group games etc.)

Students are asked to sit on the benches near garden/fence in sight of teacher on duty. In both cases the infringement will last until either the end of recess or lunch.

If more than one infringement is noted by an individual teacher, please send the student in question to the Principal's office.

**After School Duty**

Each class teacher will remain with their class until all children have been dismissed or have been taken to After School Care. Please avoid discussions with teachers as they need full concentration on the task of supervision. No child is to leave the school grounds without an adult. If the child is catching a train or bus this must be put in writing to the Principal.

Children are not to go home with other children unless prior arrangements have been made and notification in writing from the parent.

**Coonanbarra Road**

*To avoid traffic congestion on Coonanbarra Road all classes are to be dismissed on time.*
classes are dismissed out the front. Children must be kept in lines and seated until the teacher sights the child’s parent/guardian.

**BEFORE AND AFTER SCHOOL CARE**

**Before School Care (BSC): 7:30am – 8:20am**

Parents are to sign children in to before school care on arrival. The Hall is the venue for BSC. At 8:20am the children join the lines in the hall.

Please speak with the BSC Co-ordinator if there are any enquiries.

**After School Care (ASC): 2:45pm – 6:00pm**

After School Care facilities are available for all students Pre-Kinder to Year 6.

Children are to go to ASC directly on dismissal. Teachers must walk past the ASC Coordinator / Assistant on their way to dismiss their class to check if there are any students who have been added to the ASC list for the day.

The ASC Coordinator / Assistant will sign the students into ASC and make sure that they have joined the group.

Please speak with the ASC Coordinator if there are any enquiries.

**SERIOUS ACCIDENTS**

The teacher on duty will stay with the child and sends a runner to the Staffroom to get a First Aid qualified Teacher or Assistant who will bring a First Aid kit and decide the next appropriate course of action.

**INFORMATION AND COMMUNICATION TECHNOLOGIES**

**Classroom Computers**

It is the responsibility of the class teachers to supervise children at the computer and to check that they have been switched off at the end of the school day.

Children must be allocated a numbered computer for their use over the year.

**The Internet and Learning**

The internet can be a powerful tool for communication, research and interactive learning. The World Wide Web provides access to dynamic mediums, which hold rich and relevant information. Private citizens as well as traditional holds and distributors of information such as government, commercial and educational bodies publish resources on the Internet. Harnessing the potential of these global resources is one challenge for schools as the content or impact of many sites are not necessarily predictable or consistent. Because of this, students need to develop critical skills to use the Internet processes and content to their advantage.

**Using the Internet**

- Teachers should direct students to appropriate sites suitable for student use.
- Guidance in evaluating Web material in class will help students to become critical selectors when they begin independent searches, thus saving time and resources.
- If using the Internet for the source of information, students need to be instructed on appropriate bibliography structures and issues of copyright and plagiarism. Students need to be given skills in synthesis rather than just download blocks of text.
- Students should only print information or graphics from sites that relate to their classroom activities.
- As part of their responsibility in monitoring learning experiences as well as the pastoral care of WPS children, staff have the right to check the content and processes that are used by students. Supervision must be direct all access of the Internet.
• Staff are encouraged to use the internet facilities to access web sites and resources which may be beneficial to them or their students.
• Staff are aware of the student responsibilities in regard to internet use.

Website
The school’s website is www.wahroongaprep.nsw.edu.au. Please use this for a contact.