



BERESFIELD PUBLIC SCHOOL

WELFARE POLICY

DRAFT November 2013

Statement of Purpose

Student Welfare is looking after the needs of every child in the school. Students are provided with high quality education within a supportive learning environment so that they may learn to the best of their ability. Students are supported in developing a high level of confidence, becoming self-disciplined, tolerant, resilient, persistent and contributing members of the school and community.

Context

Beresfield Public School has an enrolment of approximately 315 students. There are currently 12 mainstream classes and 3 support unit classes.

There are extra-curricula activities provided for the students including Active After School Communities program, Star Struck, and gifted and talented opportunities. The children are also encouraged to participate in a variety of external competitions.

Ongoing Welfare of Students

All staff are responsible for the ongoing welfare of students. Typically, with teachers having the most daily contact with students they are in the most suitable position to identify when students have a welfare issue.

Attendance – Taken by the class teacher daily entered into the school SENTRAL system. The teacher is responsible for entering whole days absent. Parents are contacted if students are absent for two days without notification.

Partial Attendances – All parents/ caregivers **must** report to the office when dropping off a student late or picking up a student early. This is important due to duty of care. Parents need to sign their child in / out and the slip be returned to the classroom teacher. The office will enter any partial absences into SENTRAL.

Illness – Students are monitored by the class teacher and if necessary, sent to the office if needed and parents rung to collect the student.

Movement around the school – When students are moving around the school, to the toilet or on a message they are to be in single gender pairs. This enhances the safety of all children.

Accidents – The teacher in the duty of care is to assess the incident and refer the child to a first aid officer if needed. If required, the first aid officer will notify parents/caregivers, and complete an accident report.

Asthma – Our school is an asthma friendly school. All staff have been trained in what to do with students with asthma and each student has their own asthma plan which includes a photo with contact details, kept in the staffroom.

Sun Safety – Our school is a Sun Smart school which enforces “**No hat. Play in the Shade**”. Every student should have a school hat which they are required to wear at recess and lunch. Students who do not have their hat play in a designated area of the playground in the shade.

Anaphylaxis – All staff have had anaphylaxis training and are aware of the action plan for what is to happen if there is an incident. These plans are displayed in classrooms and the office. Canteen staff are aware of children with food allergies.

Child Protection

When a teacher believes that a student has been the victim of sexual, physical or psychological abuse, the teacher has a mandatory obligation to notify the principal (or their delegate) of their concerns, who will contact the Child Wellbeing Unit or Community Services if satisfied that the student is at risk of significant harm.

It is possible that a student will disclose or start to disclose welfare-related information to school staff in class or with a group of other students. If this happens it is important for school staff to use the strategy of **positive interrupting** to prevent the student from disclosing this information in an unsafe place. That is:

- Acknowledge that you have heard the student and stop them disclosing any further
- Be supportive and gently indicate that the student may want to tell you about it at a later time
- Quietly arrange to see the student as soon as possible, such as after the lesson, away from other students.

From 'Child Protection – Supporting Students' (1997)

- If disclosure provides reasonable grounds for Community Services notification, the staff member should **inform the principal**.
- If disclosure does not provide reasonable grounds for notification to Community Services, then 'contextual' questions may be asked at a later time to determine if a notification is necessary or not.
- These questions should establish background information. Staff members should NOT USE LEADING QUESTIONS. So, for example, ask- 'How are you being hurt?' rather than 'Is your dad hitting you?'

Medication Necessarily Administered at School

In some cases school staff may be asked to administer prescribed medication to individual students. Medication is administered by SASS staff in the office. This request will be considered, and may be done only under the following conditions: -

- ☉ The parent (or caregiver) has communicated in writing to the school the type of medication, the nature of the dosage, and the time of administration.
- ☉ The school has been informed of the name and contact details of the prescribing medical practitioner.
- ☉ The medication is supplied each day, clearly marked with student's name, time, and dosage.
- ☉ The parent has indemnified the school against legal action if for any reason the medication can't be administered.

Sick Bay

- ☉ If a teacher has determined that a student is genuinely sick and needs to go home, they send the student to the office with a partner and a yellow sick bay note. Don't send the school bag with the student. If the teacher is unsure whether a student is genuinely sick and they need further monitoring before determining whether they need to go home, keep the student in the classroom. Once at the office, the office staff will contact parents/caregivers to request they pick up the student.
- ☉ If the parent is able to come immediately, the sick child will stay on the wooden seat in the foyer so they are visible to office staff (unless they are really sick and then office staff will sit with them in sick bay until they can be collected) and the partner will return to class.
- ☉ If the parent has said they are unable to collect the student, the pair of students will be sent back to the classroom with the message. If the parent is unable to be contacted, they will be sent back to class. Once contact is made, the message will be sent to the teacher by office staff.
- ☉ When the parent/caregiver arrives, they will go to the classroom to collect the student's bag, bring a yellow slip to the teacher so that the teacher knows the child has been signed out, and give the opportunity for a brief conversation about the sick child and the circumstances.

Head Lice

Head lice are prevalent, to some extent, in all schools, and strategies are aimed at informing parents of the types of treatment available to eliminate the lice, the eggs, or both. Parents are informed in writing, where infestations are present, and advised on remedies.

Programs and Services

Listed below are welfare programs and services currently running in the school which provide students with support so that they may learn to the best of their ability.

Learning Support Team (LST)

The Learning Support Team's aim is to ensure that the needs of students at Beresfield Public School are being met. The LST provides guidance and support for all staff and facilitates active participation by parents and caregivers throughout the support process. Its responsibilities are twofold:

- ☺ Whole school planning
 - Co-ordination of resources within and outside the school.
- ☺ Planning for individual students
 - Ensuring that the needs of individual students are addressed by co-ordinating the support cycle processes of appraisal, access, programming and reappraisal.

LST meetings are usually held weekly. The Learning Support Team is comprised of three 'hub' members - the co-ordinating executive, the LAST and the counsellor. These members form the core of each meeting, and invite other staff and parents to suit the purpose of each meeting.

Integration

Some students with disabilities and learning difficulties are provided with funding support. The LST decides upon the best way to use the funding support so that the needs of the students and the school are met. This can be through the employment of a teacher, SLSO, programs and other resources.

Counsellor

The counsellor works at Beresfield Public School assessing and counselling referred children. The school counsellor is accessed as the need arises through the LST. Parents, caregivers or staff may initiate a referral to the counsellor at any time. The counsellor is onsite 1 ½ days per week.

Learning and Support Teacher (LAST)

The school currently supports students in learning through small groupings in Literacy and Maths, utilising the LAST to assist in supporting learning programs. These programs include remediation, extension, follow-up to the NAPLAN and assistance in data collection. The support program is prepared collaboratively through the LST.

Reading Recovery Program

The Reading Recovery program is offered to students in Year 1.

Aboriginal Support

Beresfield Public School is situated on the traditional lands of the Wonarrua Aboriginal people. At the beginning of each assembly, an acknowledgement of Country is performed as part of showing respect for Aboriginal culture and heritage.

Beresfield Public School has an Aboriginal student population of approximately 11%. Personalised Learning Plans (PLPs) are developed for each Aboriginal student and reviewed annually. Staff place high expectations on these students and maintain a close relationship with parents.

Links with the Aboriginal Education Consultative Group (AECG) are encouraged to collaborate in the planning and delivery of Aboriginal Education across the curriculum for all students.

Transition Programs

Transition to Kindergarten

The Kindergarten Orientation program begins in Term 4 with a number of different orientation sessions held for the new Kindergarten children. It is led by the Infants Assistant Principal and the Kindergarten teachers for the following year. The program aims to familiarise the new students with the school environment, staff and other students in order to make their transition to school smoother. While students attend class based sessions, parents attend information sessions with local health agencies, P & C and other professionals from the local area. During this time, the Principal or class teacher will lead the parent sessions, also explaining school routines, homework, uniform, canteen and the BEST START assessment program.

Transition to High School

The school liaises with high schools, collects information through profiles, identifies students with high needs, and provides the opportunity for students to attend orientation days and high school visits.

Student Leadership

BPS has a leadership team comprised of a Captain, a Vice Captain and four Prefects. These children are involved in the running of Whole School Assemblies and have various other tasks to perform around the school daily.

Gifted and Talented Students

Beresfield Public School identifies those students who are working well beyond their peers, and provides additional structured activities for them. Staff recognise the importance of extension work to constantly provide an intellectually stimulating environment for all students, and for the very capable, the school meets these needs by: -

- ☺ Provision of extension work within the normal classroom
- ☺ Attending special GATS sessions
- ☺ Providing opportunities to participate in the ICAS academic competitions

Active After-School Communities Program

Beresfield Public School provides active after school activities for two groups of 20 students each per term. All students are encouraged to participate and throughout the year can take part in such activities as Zumba, circuit, swimming and netball.

Anti-Bullying

Bullying is not tolerated at Beresfield Public School. Students have the right to expect that they will spend the school day free from fear of bullying, harassment and intimidation. See the Beresfield Public School Discipline Policy for our Anti-Bullying Plan.

Anti-Racism

All DET employees and students share a responsibility to eradicate racism in schools, and each school must report through its Annual Report the number and level of racially-based incidents each year. Our school has an ARCO (Anti-Racism Contact Officer) who is known to all students, and to whom racist incidents are referred in the first instance. The Principal has overall responsibility for addressing any racially-based concerns in the school, and must act with the ARCO to eliminate such incidents.

Harmony Day is celebrated in March to raise awareness of different cultures within our school community and to celebrate diversity.

Critical Incidents

From time to time the school might experience an incident which threatens the normal operations of the school, or threatens the physical or psychological welfare of staff or students. Examples could be serious illness or death of a member of the school community, natural disaster, fire, or failure of a basic service. Strategies used in these cases include:

- ☺ Regular lock-down and evacuation drills
- ☺ Counselling staff on hand to advise staff of appropriate responses
- ☺ School information resources used to inform community
- ☺ Staff counselled in approaches to the crisis situation

There are specific procedures which must be followed in Emergency Evacuation and Lock Down situations. These procedures must be displayed near the door to each teaching area. There is an Emergency Evacuation point situated at the grassed area and the school has regular evacuation drills.

Family Court Orders

The school needs to be kept abreast of current court orders for students whose parents have sought a court ruling on the custody of the child. It is the parents' responsibility to supply the school with the most recent court orders. Staff should ensure that they adhere to the requirements set out in the court orders. This includes ensuring that only the responsible parent or their nominee visits or picks up the child from school, if stated.

Visitors to the School

Parents and other volunteers who visit the school during school hours are required to sign in at the office and then wear a visitor's badge. They are also required to have completed a 'Working with Children Check' and have completed an induction.

Teachers who have visitors approach their classroom should insist on the visitors signing in first. This procedure ensures that all visitors have been safely verified by office staff. This is also to assist with school emergencies, evacuations and lockdowns.

Emergency Evacuation and Lock Down - See the Evacuation procedure and the External Threat and Intruder Procedure.

School Uniform Code See separate policy.

Please find the following related policies from the DET's website.

- Student Welfare Policy
https://www.det.nsw.edu.au/policies/student_serv/student_welfare/stude_welf/PD20020052.shtml
- Values in NSW Public Schools
https://www.det.nsw.edu.au/policies/student_serv/student_welfare/valu_scool/pd_05131_Values.pdf
 - School Attendance Policy
https://www.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/PD20050259.shtml
 - Anti-Racism Policy
https://www.det.nsw.edu.au/policies/student_serv/equity/antiracism/PD20050235.shtml