STUDENT WELFARE POLICY AND DISCIPLINE CODE
POLICY

The Student Welfare Policy is based on the structure of the community at Snowy Mountains Grammar School, in that it is reflected in the culture, values, policy, procedures and educational programs that develop and promote the intellectual, physical, social and emotional wellbeing of each and every child.

Every teacher has the responsibility for the welfare of all students enrolled in the school. (Duty of Care) The school maintains the duty of care for all students whilst they are entrusted in its care.
All stakeholders within the school, including parents and guardians, are expected to support the school’s philosophy and policies on student welfare. Any action taken against a student whilst outside the school’s jurisdiction, but which is intended to enforce the school’s discipline, must remain within the school’s guidelines laid out in this policy. The school does not accept the use of any form of corporal punishment on a student by any person in order to help enforce its policies and procedures.

Student Welfare encompasses everything that the school community does to meet the personal and social needs of the students and to enhance their well-being. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

**Beliefs**

At Snowy Mountains Grammar School, we believe that every student:
- has the right to feel safe, valued and happy
- has equal rights and responsibilities in work and play
- should act responsibly and accept responsibility for their own actions
- should accept responsibility for their own learning
- should strive to achieve their potential
- support each other through a spirit of friendship and co-operation

**Rationale**

- Parents and families have the prime responsibility for the welfare of their children.
- The general community shares the responsibility for the welfare of young people.
- Schools, as part of the general community, have a fundamental role in student welfare.
- Student Welfare is basic to education and is a responsibility of all members of staff.
- There is a need for the school to develop, implement and evaluate regularly its Student Welfare programme.

**Procedures**

**Aims**

Through the development of the Student Welfare program, Snowy Mountains Grammar School will help students to develop:
- an enjoyment of, and satisfaction from, learning
- an ability to communicate effectively
- a coherent set of values to guide behaviour
- personal and social responsibility for their actions and decisions
- self-worth and dignity
- self-reliance
- a sense of cultural identity
- a feeling of belonging to the wider community
- a caring and responsible attitude towards others
- an ability to form satisfying and stable relationships

OUTCOMES

Through the structure, practices and relationships formed within the Student Welfare Policy, Snowy Mountains Grammar School will contribute to the general personal development of students by providing opportunities for them to:
- gain the satisfaction associated with challenge and achievement;
- assist students in their feelings of belonging
- encourage students to explore their emotions and feelings in a personal and team context
- develop understandings and skills in communication and inter-personal relationships;
- develop a realistic and comprehensive self-concept;
- enhance their self-esteem;
- develop their interests and abilities;
- develop their personal values within a framework of broadly accepted community values;
- develop their skills in decision making;
- positively value cultural differences;
- be caring and supportive of others;
- contribute positively to the life of the school community.

ROLES AND RESPONSIBILITIES

The Principal will be responsible for:
- providing leadership and direction
- providing staff support and opportunities for professional development
- encouraging a caring climate within the school
- liaising with parents, other support organisations and the community regarding educational policies and programmes

The staff will be responsible for:
- providing challenging and interesting learning experiences
- seeking to enhance the self-esteem of all students
- being sensitive to the welfare needs of all students
- providing support and guidance for all students

The parents of the school will be responsible for:
- supporting the School’s Student Welfare and Discipline Policy
- encouraging their child/ren’s interest in all aspects of schooling
- participating in the philosophy of the Student Welfare and Discipline Policy

The students of the school will be responsible for:
- actively participating in all aspects of school life
- being sensitive to the needs of others
• supporting and following the School Rules
• supporting the initiatives of the staff in promoting a healthy environment within the school culture.

**Student Welfare: General Strategies**

• All children respond to different behaviour management strategies. Therefore, any behaviour problems that arise will be treated on an individual basis.
• Children appreciate guidelines and limits. These will be clearly outlined at all times and staff will use positive techniques to emphasise to children that these expectations must be met.
• At all times, each child will be encouraged to grow and strive for self-control (internal locus).
• The environment should always be planned to facilitate considerate movement.
• Staff need to plan patterns of active and restful activities to prevent over-excitement.
• Transition times need to be carefully managed to allow children to re-settle quickly to a new activity/class.
• The dignity of the child will always be preserved.
• All children will be helped to realise that they have choices and the ability to control themselves and that all people have a right to be treated with kindness and respect.
• In order to help alleviate any behaviour problems that may arise, staff are encouraged to maintain close communication with parents at all times.
• Consistency in behaviour management within the school is essential for children to feel safe and secure.
• Every teacher has the responsibility for the welfare of all students enrolled in the school.
• Staff should feel free to utilise the expertise of other professionals in the field should a child’s behaviour be such that intervention is required. These may include the School Counsellor, the Director of Senior School, the Director of Junior School, the School Chaplain, external specialists or health professionals.
• Children will be referred to by name at all times.
• Children should be encouraged to develop independence where they are capable of completing a task on their own, but should be assisted to master tasks where they lack the confidence or skills.
• Staff should model positive behaviour and appropriate language when speaking to children and other adults. A mutual respect between staff and children should be developed at all times.
• At all times, staff should help and guide children in making sensible choices, to co-operate and to be creative.
• When children are experiencing difficulty with conflict resolution, staff should model/teach appropriate conflict resolution.
• When discussing a child’s behaviour with the child, the child should not be labelled (e.g. ‘you are naughty’); label only the behaviour (‘your behaviour is…., what you are doing is…..’)
• Use ‘do’s’ rather than 'dont's' and give brief explanations.
• Class teachers/tutors should ensure that they make direct contact with every child in their care every day. Children are more likely to respond to expectations when they sense that teachers know and like them.
• Every interaction with a child is an opportunity for learning and this should never be taken for granted or under-estimated.
• Staff should always try to acknowledge and accept children’s feelings of anger, frustration or jealousy.
• The following behaviour by staff is not permitted:
  - corporal punishment or any type of physical punishment including hitting, spanking, beating, shaking, pinching or other measures which produce physical pain
  - abusive, profane or derogatory language including yelling and belittling
  - any form of public or private humiliation including threats of physical punishment
  - any form of emotional abuse including threats of physical punishment
  - Withdrawal of food, rest or opportunity to use the toilet.
• Physical restraint of children will not be used except as necessary to ensure a child’s safety or that of others, and then only for as long as is necessary for control of the situation. Staff must remain calm in all situations.
• Encouragement, positive feedback and reinforcement for appropriate behaviour are the preferred methods at all times.
• Whenever issues arise, staff are urged to take time to listen to the child and ascertain the facts and background to issues and concerns before deciding on the appropriate strategy for resolution.
• All children will be encouraged to use and demonstrate good manners
• Appropriate social skills will be modelled and role-played on a consistent basis.
• Staff will always be sensitive to the different cultures and child rearing practices of the families in the school and to their feelings about discipline of their children.

CODE OF BEHAVIOUR

Rationale

Snowy Mountains Grammar School believes that the school is a place of education where each child has the right to learn and grow in a supportive environment among people who are caring and co-operative. The school’s Welfare and Positive Discipline programme ensures that appropriate behaviour is taught not as a separate curriculum item but as an integral part of the teaching process. It focuses on primary prevention and early intervention strategies such as assertiveness, conflict resolution, anger management and peer mediation. We aim to develop and promote resiliency and the enhancement of positive social behaviours and relationships. Our programme is furthermore supported by Positive Parenting initiatives and extensive
teacher professional development. Students are further enriched through values education, participation in Chapel and assemblies, pastoral care programmes, camps and excursions.

The code of behaviour is based on a set of rights and their related responsibilities. To ensure that students understand their rights and responsibilities, the school teaches the necessary knowledge, skills and abilities as a primary prevention strategy.

All students have the **right** to:

- be treated with kindness and courtesy
- express feelings and opinions assertively
- work and play in an atmosphere of harmony and co-operation
- feel secure and to be safe in a caring and supportive environment
- expect that school rules are fair, consistently implemented and respect the rights of all involved
- be valued for their individuality, including that of race, gender, cultural, physical or intellectual diversity
- learn in a supportive atmosphere

The following **responsibilities** support these rights:

- treat others with courtesy, kindness and respect
- listen to others with mutual respect
- maintain and safe and secure school environment
- model and support school rules
- develop responsibility for their own actions
- value others for their individual differences
- work to achieve personal best whilst allowing others to do the same

**Definitions**

DISCIPLINE is the system of relationships, rules, rewards and sanctions designed to facilitate learning and progressively develop self-discipline.

SELF-DISCIPLINE allows the child to develop a capacity for initiative and mature judgement, so that he/she accepts responsibility for his/her own actions and decisions and practises a caring attitude toward others.

**Aims**

Throughout our program, we aim to:

- determine and pursue acceptable forms of behaviour
- provide a secure school environment which maximises opportunities for learning and safety
- promote self-esteem and respect for others
- encourage children to accept responsibility for their own actions and decisions
- appreciate that effective education and behaviour management are possible only when the home and school complement each other's approach
- have our children understand and accept the consequences of acceptable and unacceptable behaviour
• understand that a flexible approach is needed to take account of age, individual and cultural differences

This will be achieved by:
• discussing rules with children to ensure that they are fully understood
• expecting acceptable standards of behaviour and tidiness
• being consistent in enforcing rules and safety regulations
• developing rapport, mutual respect and good manners
• fostering self discipline, independence and initiative, by giving choices suitable to each child
• ensuring that the children are aware of the consequences of unacceptable behaviour
• developing open communication between the home and the school

Procedures for Acknowledging Acceptable Behaviour
• Give encouragement and positive feedback and reinforcement.
• Establish a positive relationship with each child.
• Take time to listen to the child and to ascertain the facts and background to issues and concerns.
• Ensure that disapproval is directed towards the child's action and not the child.
• Relate the punishment to the offence and avoid negative confrontation.
• Reward children for effort and improvement
• Provide opportunities for the children to gain recognition of their achievements both within the classroom and the school.
• Teach values and attitudes as an integral part of the curriculum, and reward students for displaying these values and attitudes.

Procedures when Behaviour is Unacceptable
A key component of the school’s Discipline programme is teaching about and using logical consequences to address behavioural problems. A logical consequence is based on goodwill and not retaliation. It is concerned with present and future behaviour and differs from punishment in that logical consequences are:
• related to the behaviour
• respectful of all parties
• of reasonable expectation
• relationship-building

Most forms of unacceptable behaviour should be dealt with by the supervising teacher. Sanctions may include:
• loss of privileges
• loss of free time
• providing a verbal apology
• detention
Should the behaviour be serious or consistent enough to cause concern then the following procedures will be followed:

- discussing the behaviour problems with the student and reaching an agreement for future behaviour
- monitoring and providing feedback to students on their behaviour
- referring the student to the Head of Faculty or Head of Stage
- referring the student to the Director of Senior School
- making contact with the child’s parents to outline concerns and to involve them in assisting with the modification of behaviour
- referring the child to the school counsellor for counselling and training sessions (after consultation with the Principal and the child’s parents)
- seeking support and guidance from external agencies

There is no corporal punishment at Snowy Mountains Grammar School. In addition, students should never be sent from the room unaccompanied or be asked to sit in an unsupervised area (e.g. outside the room), unless they in clear view of the teacher. Students may be required to go from the classroom to sit with the Head of Faculty or the Director of Senior School.

Where the behaviour of the student remains unacceptable after this process, or where a single behavioural act is deemed by the Principal to require stronger action, suspension or expulsion may be considered. In such cases, the school will ensure that the disciplinary process is undertaken with procedural fairness. The normal process followed will ensure that the student:

- knows the allegations relating to the matter and any other information which will be taken into account when considering the matter;
- knows the process by which the matter will be resolved;
- has the opportunity to respond to the allegations;
- knows how to seek a review of the decision made in response to the allegations.

In all such matters, the student’s parents will be kept fully informed of the process and will be given the opportunity to support the student at every stage.

If the matter is likely to result in a suspension or expulsion of the student, the Principal will inform the Chairman of the Board, who is the final arbitrator in the school’s Grievance Policy.

**Fair Discipline Code**

All students in the school will:

- Follow the instructions of teachers and others in authority.
- Be fair to themselves and others.
- Complete all required work carefully and to the best of their ability.
- Behave in a responsible, polite and courteous manner.
- Behave in a manner that shows respect for themselves and others.
• Behave in a manner that keeps themselves and others safe at all times.
• Respect and care for school property and the property of others.
• Observe the school's general dress standard and uniform requirements.
• Accept their responsibilities as members of the school and wider community.

**SCHOOL RULES**

The following rules exist for the safety and well being of children within the care of the staff and the school community.

• Students will stay within the school grounds at all times.
• Students must be in the classrooms only when supervised.
• Students must move safely and considerately around the school at all times.

**PLAYGROUND POLICY**

See Staff Handbook for details of Duty of Care for students whilst in the playground.

In addition to these, there are six specific playground rules outlining the expectations of students during break periods.

• I am kind and caring to others.
• I listen to and respect others.
• I wear my sunhat every day.
• I look after my playground and school.
• I share the playground and playground equipment with others.

**SAFETY REGULATIONS**

The following safety regulations have been adopted in conjunction with the School Rules and they encompass areas of general safety and playground safety.

• Students will not play in a rough and dangerous manner e.g. tackle football or brandings.
• Students will not climb trees.
• Students will only play in designated areas and under teacher supervision.
• Students will not leave the school playground without permission.

**ANTI BULLYING POLICY**

**Rationale**

Snowy Mountains Grammar School is committed to provide a caring, friendly and safe environment for all students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at the school and will not be tolerated. We believe that each child has the right to feel sure that all bullying situations will be dealt with promptly and effectively.

**What is bullying?**

Bullying is an act of aggression causing embarrassment or discomfort to another student and has the following features:
- It can take a number of forms: physical, verbal, gesture, extortion and exclusion.
- It is an abuse of power.
- It can be planned and organised.
- It may be unintentional but still hurtful to the victim.
- Individuals or groups may be involved.
- It is repeated and ongoing.

**Behaviours that are considered to be bullying**

**Physical Bullying** includes: any form of physical violence such as hitting, pushing or spitting on others; interfering with another person’s property by stealing, hiding, damaging or destroying it; rude gestures; extortion of goods or money; writing offensive notes or graffiti about others; forcing others to act against their will.

**Verbal Bullying** includes: using offensive names; teasing or spreading rumours about others and their families; using put-downs; belittling others' abilities and achievements; making degrading comments about another's culture, religious or social background; ridiculing another's appearance.

**Indirect Bullying** includes spreading nasty rumours; hurtfully excluding others from social groups.

If students are bullied:
- They may feel frightened, unsafe, embarrassed, angry or unfairly treated.
- Their work, sleep and ability to concentrate may suffer.
- Their relationships with their family and friends may deteriorate.
- They may feel confused and not know what to do about the problem.

**Strategies to prevent bullying**

The responsibilities of staff include:
- Being role models in word and action at all times.
- Being observant to signs of distress or reported incidents of bullying.
- Making efforts to remove occasions for bullying by active patrolling during supervision duty.
- Being punctual for class.
- Taking steps to help victims and remove sources of distress without placing the victim at risk.
- Ensuring that all children have knowledge of the school rules.
- Giving students opportunities to discuss bullying or any situation they find difficult.
- Teaching strategies for dealing with bullying e.g. through discussion, role plays, writing and drawing, reading stories etc.
- Teaching protective behaviours.
- Reporting suspected incidents to appropriate staff members – Tutor, Head of House/Stage, Director of Senior School, Principal.

The responsibilities of students include:
- Refusing to be involved in any bullying situation.
- Taking active steps to defuse bullying.
• Reporting the incident or suspected incident and helping to break down the code of secrecy.
• Following all school rules

The responsibilities of parents include:
• Watching for signs of distress in their child e.g. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.
• Taking an active interest in their child’s social life and acquaintances.
• Advising their child to report incidents to a staff member, preferably when they occur.
• Informing the school if bullying is suspected.

When staff, students and parents work together, we can create a happy and safe environment for all students.

**Process**

• Encourage students and/or parents to report incidents of bullying behaviour to staff when the incidents happen
• Bullying reported to teacher, tutor, Head of House/Stage, Director of Senior School
• Investigating staff member discusses problem with students concerned
• Policy is outlined to offending student/s
• Attempt to have student/s acknowledge and accept responsibility for their behaviour.
• Verbal or written contract to improve behaviour.
• Outline consequences of continued bullying behaviour.
• Monitor behaviour.
• Follow up with student who has been bullied.
• Acknowledge and recognise efforts made to improve/modify behaviour.
• If student re-offends, Principal is to arrange a meeting with parents and student.

**AWARDS POLICY**

**Rationale**

The achievements of children deserve recognition through praise, encouragement, approval and the presentation of awards. The need for teachers to focus on and recognise positive behaviour is self-evident.

The development of an Awards System that aims to recognise appropriate behaviour provides a balance for the need to develop a discipline policy and at the same time provides direction and emphasis for the Student Welfare Policy of the school.

**Aims**

• To develop an Awards System that emphasises appropriate student behaviour and actions.
• To develop the self-image and esteem of students within a school culture that recognises the positive behaviour of all students.
Process

- Recognition of positive student behaviour and attitudes must occur firstly at a classroom level and it is the responsibility of teachers to be conscious of the need to focus on positive student behaviour.
- Encouragement and praise of students can be conveyed through both verbal and non-verbal language and classroom management practices.
- At a classroom level, teachers can reward children's behaviour with class awards and Merit certificates.
- Student achievements may also be recognised publicly in the school’s weekly newsletter, Aspects.
- The Principal may also recognise appropriate behaviour of students based on recommendations of staff members.
- At the end of each Term, students may be nominated to receive a merit certificate on the basis of effort and achievement. The presentation of these certificates will take place at a special Assembly held at the end of each Term.
- Certificates and prizes may also be presented to students at certain times of the year for success in specialist areas, such as skiing, music, drama, equestrian etc.
- At the school’s annual Speech Day, students who have achieved success in academic, social and sporting areas will be recognised and rewarded with a prize.

CHILD PROTECTION POLICY (SEE SEPARATE POLICY DOCUMENT)

GOOD MANNERS POLICY

Rationale

There are expected and accepted social behaviours demonstrated by individuals that constitute good manners. The use of good manners by students is an expectation by the school community and therefore they should be both taught and encouraged by teachers and students.

SCHOOL UNIFORM POLICY

Rationale

The wearing of the correct school uniform is supported by students, parents and staff of the school. Standards of dress and the wearing of the school uniform form part of our school rules.

Aims

- To develop pride in the students by the wearing of the school uniform.
- To encourage all students to wear the correct school uniform.
- To foster in students a respect for and care of their school uniform.
- To promote further the image of the school in the community.
Process

All students will be required to wear the full school uniform for all school activities unless otherwise directed. Students are not expected to wear their blazer whilst in the classroom or in the playground. However, they must wear their blazer to and from school every day. Blazers are required to be worn at all Assemblies and other important school functions as well as on excursions. Staff are requested to carry out daily checks of student uniform and to encourage children to dress neatly at all times (e.g. shirts tucked in, socks pulled up etc). If a student does not support the correct wearing of the school uniform, he/she will be counselled and, if required, appropriate corrective action will be taken. The full list of correct school uniform and how it is to be worn is detailed in the School Student Diary and on the school website.