



Karonga  
School

**STUDENT WELFARE  
and  
DISCIPLINE POLICY**

**Karonga is a Positive Behaviour for Learning school**  
*Creating safe, effective teaching and learning environments*

**[REVIEWED 2017]**

## TABLE OF CONTENTS

<b>Context</b>	<b>2</b>
<b>Roles and Responsibilities</b>	<b>3</b>
<b>Implementation Strategies</b>	<b>4</b>
<b>Community Participation</b>	<b>6</b>
<b>School Discipline</b>	<b>8</b>
<b>Documentation</b>	<b>10</b>
<b>Assessment and Review</b>	<b>11</b>
<b>Evaluation Strategies</b>	<b>12</b>

## CONTEXT

Karonga is a Positive Behaviour for Learning school. Karonga is an SSP for students with moderate to severe intellectual disabilities from 4 to 18 years of age. Many of the students also have additional behavioural, medical, physical and/or sensory needs. The school is committed to improving student outcomes for all students, providing a balance of academic and functional programming that successfully addresses each student's needs and aspirations as well as increasing their participation in the community. Karonga prizes its parents and caregivers as key partners in their child's education.

In supporting student welfare practices Karonga aims to develop positive behaviours for all students. The school team is committed to strengthening support for students within a positive learning environment which, focuses on relationships and safety. Karonga is committed to a fair go for all and providing each student with the capacity to live a full, informed and rewarding life. This is in a context which:

- 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 instrumental in formulating health care plans in conjunction with parents, carers, therapists and other relevant personnel.
- Is achieved through the total school curriculum and the way this is delivered
- Incorporates effective discipline.
- Stresses the value of collaborative early intervention where problems might be identified.
- Recognises the diversity within a school community which provides programs and support where difference is acknowledged and harmony is promoted.
- 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.

## **ROLES AND RESPONSIBILITIES**

The school team enhances effective learning and teaching by:

- 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 identify and cater for the individual learning needs of students.
- Ensuring that learning activities and experiences are socially relevant and age appropriate
- Providing frequent opportunities for students, parents/carers to discuss learning programs, student behaviour and progress.
- Identifying key social skills and develop individual plans for students.
- Formally presenting student information and documentation for annual review.
- Integrating students into main stream classes/programs within the district with assistance when necessary.
- Ensuring parents/carers are aware and part of the transition process for post school placements.

## **OUTCOMES**

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

## **STUDENTS WILL:**

- Participate where possible in decisions about their own learning.
- Be involved in a program of learning relevant to their needs and the priorities agreed to at their individual educational/transitional meetings.
- Develop competencies which enhance the quality of their relationships with others.
- Develop skills for socially acceptable participation.
- Feel valued.
- Feel an integral part of the school community.

## **IMPLEMENTATION STRATEGIES**

**OBJECTIVE** - To enhance school climate by:

- Maximising student participation in appropriate decision making relevant to their ability 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 and safety and health of all school community members.
- Establishing clear school rules which are known and understood by all school community members, where this is possible.
- Monitoring school attendance and ensuring that students attend school regularly
- Promoting and providing opportunities for students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution.
- 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 responsibility using a range of mechanisms where possible.

## **OUTCOMES**

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practice.
- 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.

## **STUDENTS WILL:**

- Be safe in the school environment.
- Know what is expected of them and others in the school community to the best of their ability.
- Be able to learn without disruption from unruly behaviour, whenever possible.
- Be provided with appropriate available support programs (where possible).
- Contribute to decision making in the school, to the best of their ability.
- Participate in all aspects of school life as equals.
- Be mindful of dignity/efforts/abilities and supported in all aspects of their schooling.
- Know and understand their school's organisation to the best of their ability.

## **COMMUNITY PARTICIPATION**

### **OBJECTIVES**

To enhance community participation by:

- Acknowledging parents and carers as partners in school education.
- Building learning communities in which staff, students and parents work together for structured outcomes.
- Encouraging parents/carers and community members to participate actively in the education of students and in the life of the school.
- Encouraging students to have a sense of belonging to the school community;
- Encouraging links between parents, carers and staff within the school;
- Fostering close links with the wider community.
- Inviting parents to share their skills and experiences within the school community;
- Consider how students and their parents' might be involved in making decisions about learning programs.
- Acknowledging and celebrating students' families, cultures, languages and life experiences.

### **OUTCOMES**

- Encourage effective links between students, staff, parents/carers and other members of the school community.
- Parents/carers will participate in the education of students 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 the students and the wider community.
- Students, parents and staff 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 parents/carers and the wider community to participate in school activities.
- Students, parents/carers and staff will value the school as an integral part of the community.
- Students and their families/carers will be familiar with the procedures to gain access to relevant support services.
- Students, parents/carers and staff collaboratively support teaching and learning processes at the school.
- Students may have access to appropriate integration programs.

## SCHOOL DISCIPLINE

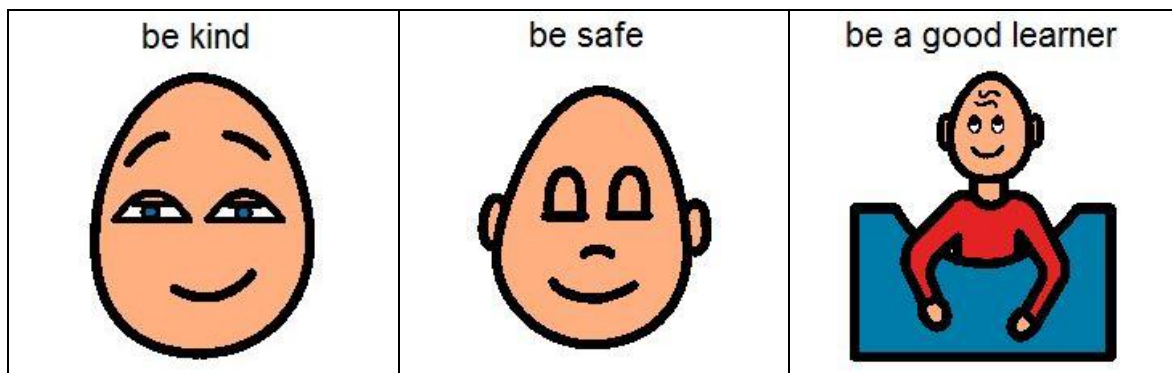
### STATEMENT OF PURPOSE

The underpinning philosophy of Karonga School discipline is Positive Behaviour Supports [PBS] “PBS is a values based multi-component approach that recognizes that we need to involve the individual and others in their circle of support so we can build up a good understanding of their strengths and needs.”...” PBS is an evidence based approach that aims to ensure we support people with dignity and respect and work together to maintain the same human rights” [Appendix 1 A practical Approach for Managing Aggressive and violent behaviour *Crisis Prevention Institute 2015*]

Karonga implements the principals of MAPA – Management of Actual and Potential Aggression- techniques to prioritise *Care, Welfare, Safety and Security™* for our students, staff and community members. Physical interventions are used only to manage physical risk behaviour and only when all other non-physical approaches have been exhausted.

### SCHOOL RULES

There are three school rules



## **STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR, INCLUDING SPECIFIC STRATEGIES TO MAINTAIN A CLIMATE OF RESPECT**

- Use of data and evidence to drive program decision making.
- Positive Behaviour for Learning – PBL.
- Provide appropriate curriculum to meet the needs of each student.
- Support students to achieve success in learning.
- Liaise with the support services when it is desired to effect behaviour in an individual student.
- Provide clear and consistently applied rules of behaviour.
- Attend appropriate training and development courses.
- Discuss with parents and caregivers their role in promoting acceptable student behaviour.
- Use of safe spaces –breakout rooms / other designated spaces.

## **STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT**

- Positive Behaviour for Learning – PBL.
- Merit certificates and awards.
- Verbal praise/stickers/stamps etc (what the individual student finds rewarding).
- Socially physically appropriate gestures, i.e. a high five.
- Mention in the school newsletter.
- Reports home to parents/carers.
- Notes in the communication book.
- Individual reward programs.
- Leaders badges [not sure that this is designed to reinforce student achievement.

## **STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR**

- Learning and Support Team intervention.
- Challenging Behaviour Response Plan / Behaviour Management Plan.
- Remind and redirect.
- Loss of privilege / natural consequences of inappropriate behaviour e.g. miss an activity
- Remove from group with supervision.
- M.A.P.A techniques to support and manage physical aggression and violence.
- Introduce strategies that allow for restitution and establishment of therapeutic rapport.
- Suspend or expel a student as per Suspension and Expulsion Policy.



## **DOCUMENTATION**

The documentation will be planned, structured, coordinated and accessible to all school members.

- Student profiles
- Personalised Learning Plans [PLPs]
- Individual Transition Plans [ITPs]
- Student support documentation
- Health care plans
- Behaviour management plans
- Ambulance/emergency forms
- Access/Community risk assessment forms
- Playground behaviour/seizure information
- Student reports and portfolios
- Communication books
- Student achievement awards
- Any relevant policies and procedures supporting student welfare initiatives

## **BEHAVIOUR DATA**

Data on student behaviour in all learning environments is taken for the purpose of programming and instruction to improve positive behaviours and reduce challenging behaviours.

All behaviour data seeks to identify;

- Who – Student and staff involved.
- What – Identification of the behaviour displayed and if possible the elements leading up to the behaviour [antecedent] and elements directly following the behaviour [consequences].
- Where –The specific location of the behaviour.
- When –The time and duration of the behaviour.
- Why and how if possible – Additional information that may support identification of triggers and environmental factors that may be adjusted to support behaviour change.

## **INCIDENT REPORTING**

Incident reports are made when injury occurs or when risk of harm is associated. Incident reports are thus must for the following;

- Emergency Services - Ambulance / Police / Fire
- KIRT – Karonga Incident Response Team.
- Accident or Injury as a result of Student-Student / Student-Staff / Student-Self
- Behaviour – where potential for serious harm/injury is noted or significant change to usual behaviour.

When completing incident reporting staff are mindful of the following;

- All incidents must be discussed with supervisor or member of school executive. Discussion will include clarification of expectation re: communication with relevant stakeholders i.e. parents and other staff.
- All responses requiring emergency services will be followed with a debrief of all staff involved.

## **ASSESSMENT AND REVIEW**

Given the individual needs of each student the assessment schedule will need to be tailored and to be structured around individual learners needs. The review of student programs will be collaboratively managed by all members of the school team involved with the student.

Effective and informative assessment of each student:

- Has clear, direct links with student learning outcomes.
- Is integral to teaching and learning.
- Is balanced, comprehensive and varied.
- Is valid and fair.
- Engages the learner.
- Values teacher's judgement.
- Is time efficient and manageable.
- Recognises individual achievement and progress.
- Actively involves parents.
- Conveys meaningful and useful information.

Assessment may involve a combination of these methods. It is important for the school community to explore which methods of assessment will provide the most meaningful and useful information.

## **EVALUATION STRATEGIES**

In education, evaluation means making judgements about programs, policies and procedures and therefore about the effectiveness of the educational process at a given point in time.

Evaluating, monitoring and reporting are fundamental and continuing aspects of implementing individual student's programs. Evaluation is a tool, which enables schools to improve by: -

- Providing the basis for decisions about the continuation, modification or termination of the program.
- Maximising educational outcomes for the students.
- Accounting for the use of the resources, allocating available resources and improving the program by making better use of available resources.
- Recognising effort and achievement.
- Facilitating student achievement.