



Snowy Mountains Christian School

Student Welfare Policy and Procedure

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Student Welfare Policy and Procedures

This policy and procedures align with the following Snowy Mountains Christian School (SMCS) Policies which are combined to ensure that SMCS provides a safe and supportive environment for our students:

- Child Protection Policy and Procedures
- Discipline Policy and Procedures
- Attendance Policy and Procedures
- Anti-Bullying Policy and Procedures
- Staff and Student Codes of Conduct
- Grievance Policy and Procedures
- Work Health and Safety Policy and Procedures.
- Critical Incidents Policy and Procedures.

Definitions:

Student Welfare encompasses the mental, physical and emotional well-being of the students. provisions for student attendance are integral to providing for student welfare. This includes:

- programs that SMCS provides to meet the personal, social and learning needs of the students
- effective discipline
- monitoring student attendance and strategies for improving unsatisfactory attendance
- early intervention programs for students at risk
- student, family and community support networks
- opportunities that SMCS provides for students to:
 - enjoy success and recognition
 - make a useful contribution to the life of the school
 - derive enjoyment from their learning.

A **Safe Environment** is one where the risk of harm is minimised and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

A **Supportive Environment** facilitates and enhances the social, academic, physical and emotional development of students. A supportive environment strives to be one in which:

- students are treated with respect and fairness by teachers, other staff and other students
- members of the school community feel valued
- effective teaching and learning takes place
- positive support and encouragement are provided by members of staff and students
- non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the school community
- consultation takes place on matters relating to students' education and welfare.

Rationale

- Student welfare at SMCS is founded on the Biblical principles of grace, mercy, justice, kindness and humility (Micah 6:8) and through this the ultimate goal is the full restoration of relationships.
- Student welfare incorporates both nurture and discipline in helping students progress from a strongly teacher guided experience to students taking responsibility for their own learning and behaviour.
- To “**Nurture**” is to care for and cultivate the God given gifts which our loving Heavenly Father has bestowed on each of us, “*Before I formed you in the womb I knew you, and before you were born I consecrated you.*” (Jeremiah 1:5)
- To “**Discipline**” is to instruct until the individual reaches self-control. One who is disciplined is one who becomes a disciple and a follower, as Jesus gathered His disciples around Him. “*Know then in your heart that, as a man disciplines his son, the LORD your God disciplines you.*” (Deuteronomy 8:5)
- Nurture and discipline embraces affirmation, example and correction in the context of a relationship of love and care.
- Staff will encourage student awareness of the nature of Christ and seek to model Christian love and the fruit of the Spirit.
- Students are enabled to develop positive, constructive behaviours which go beyond mere compliance.

Aims

- To enable students to grow up into Christ, from childhood to adulthood.
- To work in partnership with parents.
- To foster positive relationships between students.
- To enable students to experience increasing personal responsibility as they progress through the grades of the school.

Goals

To foster a community of love, nurture and service

- Where students will strive to achieve their full God given potential.
- Where students feel accepted.
- Where relationships are based on love, acceptance and servant leadership.
- Where appropriate authority is established in action and is respected.
- Where there is order and organisation enabling effective teaching and learning.
- Where students grow to become responsible, respectful and reliable young people.
- Where response to student behaviour is appropriate and consistent, and where consequences are just, appropriate to the situation and predictable.

Student Welfare Protocols

To enable students to grow to become responsible, respectful and reliable young people, it is imperative that effective nurture and discipline embraces affirmation, example and correction in the context of a relationship of love and care.

Affirmation

Effective nurture and discipline is achieved when staff and students affirm positive behaviours and achievements, by:

- Private and public recognition, both verbal and in writing eg. Awards, newsletter articles.
- Encouragement.
- Fostering God given abilities.
- Providing opportunity for the development of student abilities and leadership. The Student Service Council trains and grows leadership from a young age.

Example

Effective nurture and discipline is achieved through positive role modelling as:

- Staff model the *Fruits of the Spirit* (Galatians 5:22).
- Staff guide, mentor and direct students within Child Protection Guidelines.
- Students lead, mentor, support and partner other students. Eg. Peer Support and class buddies.
- Parents work in partnership with the school.

Correction

Effective nurture and discipline is achieved when correction is used in balance with affirmation and example. Correction never includes corporal punishment of any kind. To achieve this, consequences for inappropriate behaviours will take place through some and not limited to:

- Positive counselling by staff.
- Mentoring within the classroom.
- Partnership with parents/carers
- Guidance from staff & pastor.
- Implementation of corrective measures as appropriate.