

Student Welfare Policy

This policy addresses issues in relation to:
Safe and Supportive Environment – Student Welfare 3.6.2
Discipline – 3.7.1

(See also Policies on Behaviour Management, Anti Bullying, Counselling and Child Protection)

Rationale

Al-Faisal College aims to develop and implement effective and appropriate student welfare policies so that all students and staff can work together in a safe, harmonious and educationally productive environment.

As an Islamic school, Al-Faisal College has certain advantages in promoting welfare practices, given that:

- we are a culturally and religiously cohesive school
- our students are from an Islamic background
- Islam embodies a range of values which are highly relevant in forming the basis of welfare policies and practices
- a belief in Islamic and Australian values is at the core of the school ethos

As a registered school, Al-Faisal College must meet all relevant government requirements, including those of the NSW Education Standards Authority (NESA) and is committed to striving for academic excellence in a safe and mutually respectful atmosphere where each individual is encouraged to reach their potential.

The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policies and practices at Al-Faisal College.

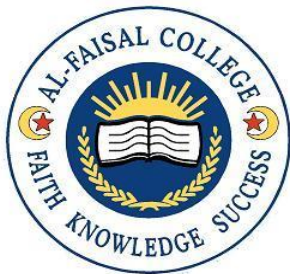
The school does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents/caregivers to enforce discipline at this school.

Additionally Al-Faisal College does not sanction or support the use of corporal punishment by parents or others for misbehavior that has occurred at school or during school based activities.

The Al-Faisal College Student Welfare Policy seeks to encourage and instruct students to reach their potential within the framework of student rights, student responsibilities and College regulations.

Student welfare is the responsibility of all members of the College community including staff, parents and students so that a positive culture is created and maintained.

Objectives:



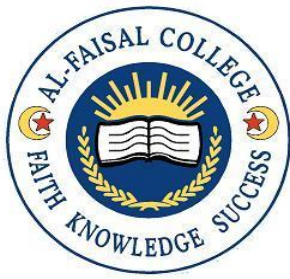
- To ensure all members of the school community feel safe, valued and supported
- To promote and encourage self-discipline and positive behaviour
- To ensure that all members of the school community understand and practice their rights and responsibilities
- To ensure students take responsibility for their actions and accept the consequences of their negative behaviour
- To maintain a positive learning environment to foster the highest quality education
- To create a supportive environment to enhance self-esteem
- To ensure that staff, students and parents are given opportunities to be heard

Strategies:

- To ensure that members of the school community are aware of and understand the policy through:
 - new staff induction workshops
 - parent and caregiver information programs
 - student workshops on empowerment to deal with negative behaviour (e.g. peer pressure, anti-bullying, cyber bullying)
- Having a clearly articulated framework for behaviour, realistic goals and expectations for all students
- Actively teach and reward positive behaviour through the school PBIS program.
- Organise professional development in-services for teachers to equip them with strategies to manage behaviour of students
- Provide information on student rights and responsibilities and regulations in the school diary
- Display school rules and expectations in classrooms and in the school diary
- Working in partnership with parents and carers
- Implementation of the school Anti-Bullying Policy, Counselling Policy and the Behaviour Management Policy

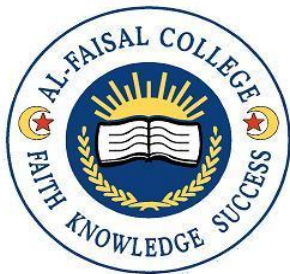
Monitoring and Review:

- The Student Welfare Policy will be reviewed annually or as the need arises by the school welfare committee.
- Students, Parents/Caregivers and Staff should report to the Deputy Principal (primary) or Head of Welfare (secondary) regarding inconsistencies or problems with implementation of the policy.
- The school welfare committee comprises the Deputy Principal (primary), the Head of Welfare (secondary), the Welfare Advisor (Boys), the Welfare Advisor (Girls) and the School Counsellor.
- The welfare committee meets every fortnight to discuss:
 - implementation of the Welfare Policy
 - specific welfare issues
 - matters related to attendance and uniform
 - special programs



The Al-Faisal College Student Welfare Policy seeks to lead, guide, encourage and instruct students within a framework of their rights, responsibilities and school rules.

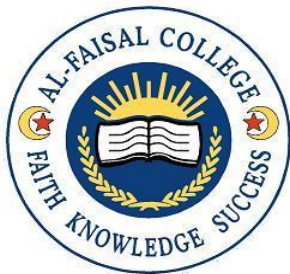
These apply to all stakeholders including staff, students and parents at this school so that a positive school culture is created and maintained.



Rights and Responsibilities of Students

Students have the right to be safe, to be treated with dignity, to learn without continual disruption from others and to expect courtesy, fairness, respect and professionalism in teaching.

RIGHTS <u>Students have the right to:</u>	RESPONSIBILITIES <u>Students have a responsibility to:</u>
Feel safe and protected at school.	Help others to feel safe and secure in the classroom and in the playground.
Be treated with respect and fairness and as a social equal by other students and adults, regardless of difference.	Treat others with respect and consideration at all times.
Communicate and be listened to.	Listen to others and value their contributions and opinions. Report to staff any behavior of concern immediately.
Move around the school safely and within the guidelines.	Move safely and calmly using the agreed guidelines.
Learn without interruption.	Allow others to learn without causing distractions.
Be provided with a reasonable homework program to build on learning.	Organise and complete homework to the best of their ability and on time.
Use and share equipment responsibly in the school environment.	Use school equipment safely and share appropriately with others. Respect and care for all belongings and resources and the school environment.
Expect their property to be safe.	Ensure that they do not take damage or destroy the property of others.
Be proud of their school.	Behave so as not to bring discredit to their school.
Have pleasant, clean and well maintained school grounds.	Care for the school environment - to keep it clean and tidy, and be prepared to remove litter.
Expect the local community to support their school.	Behave so that the community will respect the school.
Be guided to learn self-control and self-discipline.	Learn self-control



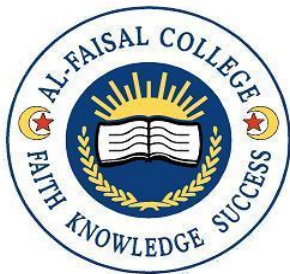
Action Process for Students

Your welfare and safety is important and you should be protected all the time. If your rights are being infringed on then one or more of the following steps can be taken until the issue is resolved:

1. Deal with it yourself - be polite and assertive.
E.g. "I don't like it when you _____, please stop".
2. Seek help by asking the supervising adult (class teacher, teacher on duty or roll call teacher).
3. Seek help by going to the Welfare Advisors, School Counsellor, Head of Welfare, Deputy Principals or the Principal.

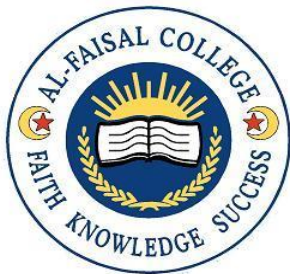
Students' Grievances Regarding Teachers

If a student considers that a teacher's or a staff member's behaviour towards them has been inappropriate they should report the behaviour to a teacher, grade coordinator (primary), or the Welfare Advisor (secondary) and where necessary, their parents. If the issue is not resolved then approach the Head of Welfare (secondary) or the Deputy Principal (primary).



Rights and Responsibilities of Parents and Caregivers

RIGHTS <u>Parents/Caregivers have the right to:</u>	RESPONSIBILITIES <u>Parents/Caregivers have a responsibility to:</u>
Know that their children are in a safe and supportive environment.	Support the school in promoting a safe environment. Ensure their children are at school during school hours. Inform the school if the children are absent.
Be treated with respect and fairness by all students and adults.	Treat everybody in the school community with respect and consideration.
Be kept informed in good time about general school events and issues.	Read the school newsletter and respond appropriately. Be involved with events and support school activities.
Be kept informed about their children's progress.	Respect the professional judgment of the teaching staff. Make appointments with teachers at appropriate times.
Be kept informed if their children are having behaviour problems.	Work together with staff to help their children behave in a responsible and appropriate manner.
Have their children learn to their full potential.	Act as a partner with the school in the learning process.
Receive feedback regarding their children's homework responsibilities.	Ensure their children have a supportive environment for homework tasks and studies.
Have their children educated to accountable standards, in accordance with their abilities	Ensure that their children attend school regularly and on time.
Have the right to be heard.	Read their child's diary and sign where required.



Action Process for Parents and Caregivers

Where a parent/caregiver has concerns that their rights are being infringed on then one or more of the following steps may be taken until the issue is resolved:

1. Talk to your child / children to check that:
 - child is passing on correct information by using the diary
 - letters and notes pertaining to special information is being provided
 - check diary for any relevant teacher comment
 - check relevant school policies/procedures that may be of assistance
2. Contact your child's teacher to discuss and clarify the issue.
 - organise an appointment with relevant teacher/coordinator to discuss issue
3. Contact the Deputy Principal (Primary) or Head of Welfare (Secondary).
4. Contact the Principal.

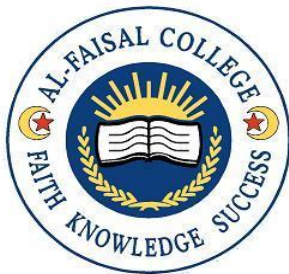
Any complaint about a teacher needs to be addressed to the Principal or their delegate.



Rights and Responsibilities of Teachers

Teachers have the right to work in a supportive and safe environment, to be able to carry out their professional responsibilities free from disruption and to expect courtesy, fairness and respect.

RIGHTS <u>Teachers have the right to:</u>	RESPONSIBILITIES <u>Teachers have the responsibility to:</u>
Work in a safe and supportive environment.	Promote a safe and supportive environment for others.
Be treated with respect and courtesy by all in the school community.	Treat others with respect and consideration.
Teach without interruption.	Plan and implement the curriculum through quality teaching programs, which are accessible to all students.
Expect appropriate behaviour from their students.	Establish class rules and consequences negotiated with students in line with school policies.
Have personal belongings and the property of the school respected.	Respect the property of others.
Have the opportunity for professional development.	Organise and plan for their professional development.
The support of all the staff in the school.	Support other staff in the school.
Develop a positive and professional relationship with the students, parents and staff of our school.	Promote a positive and professional relationship with all students and adults.
To enforce the school policies and guidelines.	Follow up incidents and take appropriate action.



Action Process for Teachers

If teachers feel that their rights are infringed on then one or more of the following steps may be taken until the issue is resolved:

1. Speak with the person/people involved to clarify the situation/process.
2. Consult with colleagues for advice and support where appropriate.
3. Consult with the Grade Coordinator (primary), Faculty Coordinator (secondary), Head of Welfare, Head of Studies, Deputy Principal and Principal.

Note: (i) Teachers have the right to a support person present.

(ii) These matters must be treated in confidence by all parties.

Obligation of Teachers

Teachers need to create an environment that enhances responsibility and cooperation and promotes positive behaviour (refer to Behaviour Management Policy).

This can be done in a variety of ways:

- Acknowledge students when they are behaving well, responsibly, positively and thoughtfully.
- Give regular encouragement (verbal and non-verbal) and descriptive feedback using the recommended guideline of 4:1, positive to negative comments.
- Promote positive behaviour through the use of PBIS incentives - stamps, stickers, awards, positive language.
- Acknowledge the participation and achievement of students through the school award system.

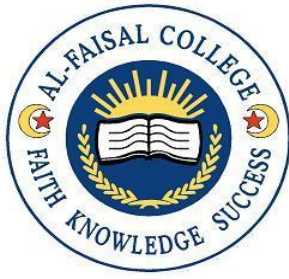
Report Any Form of Child Abuse or Suspected Child Abuse

Al-Faisal College is committed to providing all staff and students with a working and learning environment free from child abuse. To help maintain such an environment, it is mandatory upon all staff members (teachers and other employees) of the school to report any case of child abuse or suspected child abuse of students to the Principal (refer to the Child Protection Policy).

Date of Policy:
January 2018

Proposed review date of
policy:
January 2019

Al-Faisal College



Sydney, Australia

*or earlier where amendments in
legislation require immediate policy
reviews*