

LCS STUDENT WELFARE POLICY



LAUNCESTON
CHRISTIAN
SCHOOL

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Last Reviewed: April 2021

INTRODUCTION

The welfare of students at Launceston Christian School is a paramount responsibility and privilege of the school as it partners with parents in the education of their children.

Welfare encompasses the whole of a student's well-being and healthy development. It therefore includes nurturing, building, encouraging and protection from harm. Also training, direction, and correction as outlined in the LCS Behaviour Management Policy and LCS Child Safe Organisation Policy

Student welfare is built into everything that happens in the School to meet the physical, emotional, psychological, spiritual, social, and learning needs of students. The school partners with parents and the wider community in strategies that are preventive and proactive in caring for students; and responsive in identifying welfare needs and determining best actions.

CHRISTIAN RATIONALE

The purpose of Launceston Christian School is to honour and glorify God by giving each child a Christ-centred education, as a complete person created by God in His image. Healthy students are happy and resilient; can form good relationships with peers and others; who are well-resourced to develop into leaders of godly character, and will blend academic achievement and biblical truth, to influence society for the glory of God.

The school recognises that the responsibility for a child's welfare is given to his/her parents by God; but this task is shared by the community of faith and the wider community. Launceston Christian School considers the welfare of the children in its care as a sacred trust from God, through the parents who enrol their children into the School.

In partnership with parents, every person who belongs to the community of Launceston Christian School is encouraged to take responsibility for, and seek the well-being of others: *'...admonish the unruly, encourage the fainthearted, help the weak, be patient with everyone. See that no one repays another with evil for evil, but always seek after that which is good for one another and all people.'*

1 Thessalonians 5:14-15

The school's policies and procedures, educational programs, and extra-curricular activities are designed to build a healthy personal framework for children, teach the responsibilities as citizens of God's kingdom, and allow them opportunities for practical experience in caring for others.

Recognising the vulnerability of children, the school seeks to identify and minimise harm in the school environment; and to respond quickly and appropriately when a student appears to be struggling or in distress. The school dedicates resources and structures to protect, heal and restore students, through a vital partnership with parents, the community, and local churches.

Launceston Christian School upholds the laws and processes of our state and federal government for the safety and well-being of our students.

PURPOSE

This document outlines the policy and procedures of the school in pursuit of the welfare of students, and its obligations to government authorities for child protection.

POLICY

At Launceston Christian School (LCS), student welfare and academic achievement involve the balance of physical, emotional, psychological, social, and spiritual well-being of the child. Student welfare is incorporated into every area of school life.

LCS aims to provide:

1. A safe and nurturing environment in which students can learn, as outlined in documents located within the LCS Student Duty of Care Policy suite and LCS WHS Policy suite.
2. Effective teaching and learning experiences that engage students in the activities of the school, including extra-curricular activities, as outlined in the LCS Teaching & Learning Policy.
3. Oversight of day-to-day monitoring of student well-being as determined by observable signs at school.
4. A fair and effective discipline system that encourages behaviour consistent with the Student Code of Conduct; and seeks to improve the behaviour of students who do not meet those expectations, as outlined in the LCS Behaviour Management Policy.
5. An environment in which students can come to understand how God has given them abilities and gifts and how they can use them.
6. An environment that encourages attitudes of self-respect, self-discipline, and respect for others, as people made in God's image, and an understanding of individual differences, as outlined in the LCS Child and Young Person Safety Code of Conduct, Staff Code of Conduct, and Student Code of Conduct.
7. An environment in which bullying, violence, and aggression are unacceptable, as outlined in the LCS Bullying Prevention Policy.
8. Monitoring of student attendance at school to ensure safety and well-being of students, and the continuation of a sound educational program, as outlined in the LCS Attendance Policy.
9. Partnership with parents, and the school community, on issues that affect children's social development and learning within the school
10. Staff are committed Christians, qualified teachers, have current Registration to Work with Vulnerable People (RWVP) cards, seek to care for and nurture the students in their care, as outlined in the LCS Working with Vulnerable People Registration Policy, the LCS Child-Safe recruitment and Selection Practices Policy, and Child Safe Organisation Policy.
11. Open Classroom approach – classrooms are open to visits from other staff, team teaching arrangements, the assistance of a teacher's aide. A teacher may invite observation by their Head of Department, or have a class observation agreed to as part of Staff Appraisal.
12. A clear understanding across the school community of duty of care; the provisions of the Child Protection Act; and commitment to reporting incidents relating to child protection as outlined in the LCS Work Health and Safety Program, LCS Student Duty of Care Policy, LCS Child Safe Organisation Policy – Mandatory Reporting, and the LCS Child and Young person Safety Code of Conduct Policy.

PROCEDURES

Launceston Christian School seeks the welfare of all students through nurture, protection, training, and building them up in every element of school life. The aim is that each student may develop personal resilience and a sense of self through the understanding that they are loved and valued by God.

Physical Security:

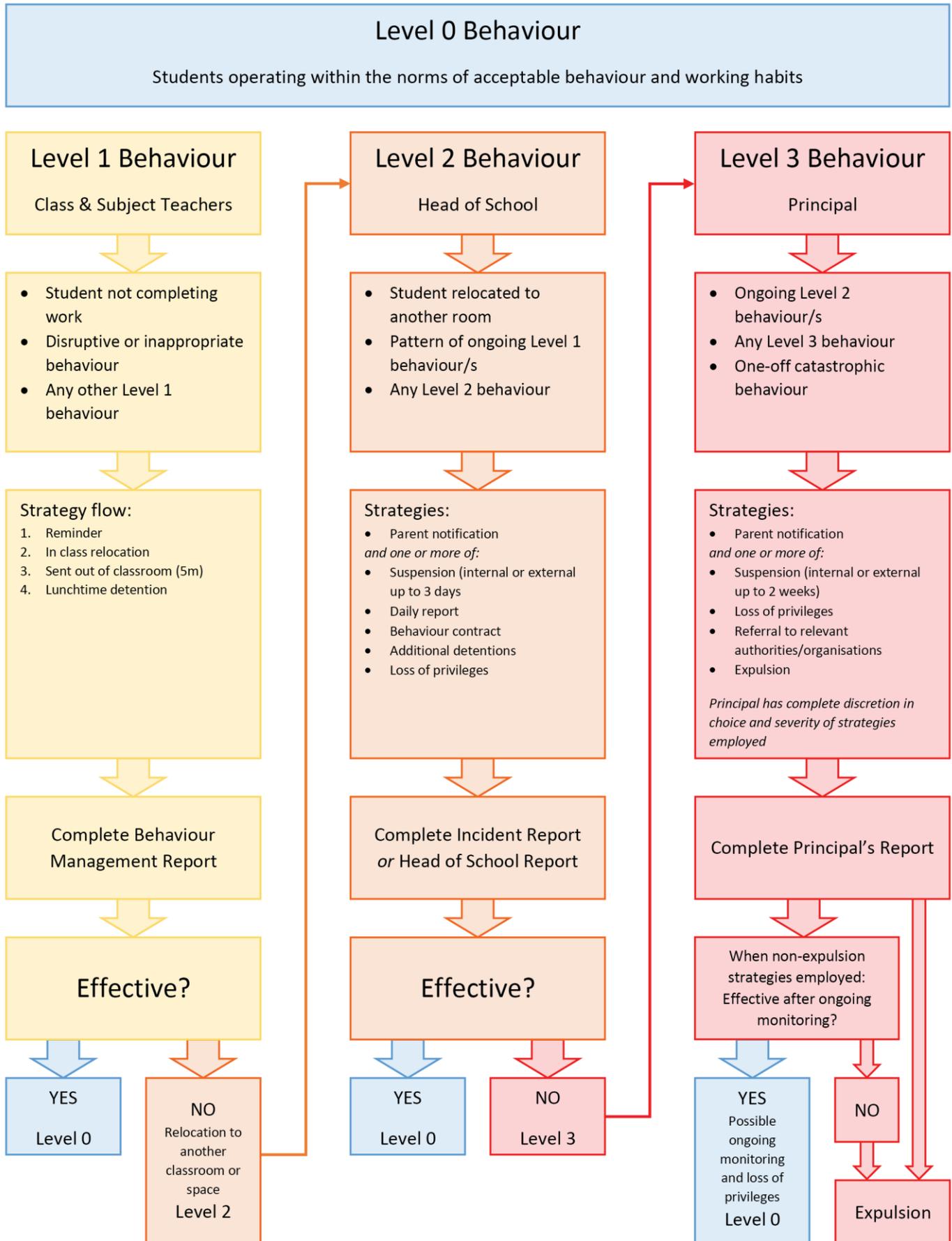
Measures to ensure the safety of students include:

- Closed gates to additional entries onto school grounds during class hours.
- Playground, crossings, and bus supervision by staff.
- Visitor sign-in and identification procedures during school hours
- Late and early notes for students arriving or departing during class hours.
- Administration office overlooks front grounds to be aware of child leaving without authorisation.
- Maintenance of buildings, grounds, facilities as outlined in the LCS WHS Policy suite. The WHS Committee meets four times per year to risk assess the physical environment.

School Programming:

- The daily commitment of time for Biblical Studies and Discipleship which are to complement family and church priorities for the development of Christ-like character and attitudes.
- The Physical Education (PE) program addresses issues of physical and emotional health, reinforced by events such as sports carnivals and school sports teams.
- The Student Code of Conduct sets out positive expectations for students to confidently know how to behave in the school setting. It is reviewed annually at the start of the year, and regularly in classroom discussions.
- Anti-bullying content is incorporated in classroom management practices and teaching programs as outlined in the LCS Bullying Prevention Policy.
- Discipline procedures outline clear a behaviour modification plan providing direction and both positive and negative consequences for behaviour choices at school. See the LCS Behaviour Management Policy.
- Staff devotions and staff meetings are used to update staff generally on student issues for information and prayer, maintaining confidentiality and privacy according to the sensitivity of the circumstances.
- Where applicable, work experience and work readiness programs give students practice scenarios and orientation to the workforce.
- Staff training in child protection, discipline and welfare occurs annually at the start of the year (PD Week); and is included throughout the year at staff meetings as incidents arise, or policies and procedures change. As staff are added to the School they are required to complete this training prior to commencing at the School.

LCS Student Behaviour Management Flowchart



This flowchart must be read and understood in conjunction with the LCS Behaviour Management Policy

Development of Student's Gifts and Strengths:

- The school offers individualised learning support; and creative extension, to enhance students' learning opportunities.
- Retreats and outdoor education experiences develop closer relationships and offer challenges that build resilience.
- The work, gifts, and achievements of students are celebrated; and regularly showcased through assemblies, newsletters, performances, and displays.
- A range of extra-curricular activities is offered for students to try new things, mix with students in other year groups, and learn from guests who can build positively into the lives of students.
- Opportunities are provided for student leadership to develop skills and positive relationships within different year groups in the school context, e.g. Peer support programs and Buddy programs.
- The Student Representative Council involves representatives from year groups which coordinates fund-raising, social events and is a student liaison group. They engage with the School Board in leadership training.
- The school encourages the development of an 'outward focus and service to others' through involvement in charities and local events. It is designed to help others in our local or wider community.
- Understanding of other cultures and of Christian ministry to others is encouraged through experiences, such as participation in World Refugee Day; respect and recognition of First Nation peoples of Tasmania at school events; service opportunities in local aged care facilities; intrastate short-term mission trips (biennially) and other events.

Building the School Community:

Enrolment

The Enrolment process includes orientation to the school refer to the LCS Enrolment Policy.

Orientation activities occur: for Prep readiness; for students entering Kindergarten, and Year 7 the following year; for students and families at the start of the year, or when a student commences mid-year.

Communication

Regular information to parents and other members of the school community on all aspects of school life and events occur via: email, The Hub notices, newsletters, website, annual reports, school reports, newspaper coverage of school events, advertising, etc.

Information nights for parents at the beginning of the school year include a discussion of welfare pathways for the support of students.

Parent-Teacher interviews are scheduled in the school calendar for parents to meet their child/ren's teachers to discuss their child's education or welfare.

Community Development

There are a number of opportunities for effective transition into the school for families and students these activities include Information Nights, Twilight Fair, Dedication and Thanksgiving services, student performances, and displays.

Pastoral Counsellor and Student Wellbeing Social Worker

LCS engages an on-site Pastoral Counsellor for student and staff support which may be called on for advice or direct involvement with the welfare of a student. The School's Student Wellbeing Social Worker is also engaged to provide support, services, and advocacy for student's wellbeing issues.

The Pastoral Counsellor and/or Student Wellbeing Social Worker may regularly speak at assemblies and contribute to newsletters on topics such as wellbeing checklists, bullying, cyberbullying, mental health issues, resilience training for students, and relationships. Refer to the Student Counselling Services Policy.

School Welfare Team

- **Class Teacher (Junior School):** the first point of contact for students, parents, and other staff concerning student welfare.
 - Parents are encouraged to book a session during scheduled Parent-Teacher meetings.
 - Parents are encouraged to make an appointment through the School's office if they are concerned with their child/ren's welfare at any stage of their education.
- **Subject teachers (Secondary School):** the first point of contact for students, parents, and other staff concerning student welfare that relates to a specific subject area.
 - Parents are encouraged to book a session during scheduled Parent-Teacher meetings.
 - Parents are encouraged to make an appointment with subject area teachers through the School's office if they are concerned with their child/ren's progress in specific subject areas.
- **Teachers:** will consult with Heads of School in all significant matters of student welfare; or when requiring further support in dealing with a welfare issue.
- **School Wellbeing Unit (SWU):** Pastoral Counsellor and Wellbeing Social Worker: available to students, parents, and staff. Appointments may be necessary.

The school may refer students to the Pastoral Counsellor and/or Wellbeing Social Worker; or include them in discussion/ mediation/ investigation as required. Refer to the Student Counselling Services Policy.

The SWU may also initiate contact with students, parents or staff, to invite discussion or prayer.

Students may self-refer to the staff of the SWU to consult / ask for assistance with various issues.

SWU staff will partner with parents and other professional services in the support of the students.

SWU stores documentation and individual Wellbeing Health Plans securely and confidentially.

- **Class Teachers (Secondary):** have oversight of the welfare and pastoral care for the students in the class group for which they are responsible. Dealing with pastoral care issues, arrange pastoral activities and assist with discipline. As key people in the welfare team they will liaise with parents, the SWU, and with the Heads of School or their assistants.

Parents and students may raise issues of concern directly with their class/subject teacher by making an appointment.

- **Heads of School:** are ultimately responsible for the welfare of students. Parents may contact the Heads of School if they feel the need for further intervention in a matter of their child's welfare. Parents are to contact the School's administration to make an appointment.

The Heads of School will meet regularly with the Class Teachers, Assistant Heads, and SWU to discuss issues involving students and to plan activities.

The Heads of School deal directly with issues such as child protection matters and provide

appropriate information to staff only as required.

In emergency or critical incident situations any Leadership member can be called on for assistance.

- **Principal:** reports all incidents where a student appears to be at risk of significant harm, to the relevant authorities as per the Child-Safe Organisation Policy.

The Principal will also intervene in any issues of a serious nature where there is difficulty resolving.

- **Critical Incident Management Team (CIMT):** will assemble when a critical incident occurs.

The Emergency Planning Committee meets to assess risk and plan scenario responses regularly and when required.

Welfare Strategies

- There will be early (as possible) communication to parents of any educational, welfare, or behavioural concerns the school holds regarding their child.
- Individualised Enrolment Plan – partial enrolment; return to school plan; provisional enrolment, refer to the LCS Enrolment Policy & LCS Attendance Policy.
- Education Support Unit: Learning Support – conduct testing and put in place Individual Education Plans (IEP's). These plans are stored on the ESU drive; referenced in the School's database; a current copy is given to the student's teachers. Refer to the LCS Education Support Unit Policy
- Classroom Support is provided by having teacher's aides in class, observing lunch/playground, taking children out of class; parent involvement; continued Professional Learning (PL) for teachers.
- Parent Connection/ Involvement – such as: Information Nights; Parent-Teacher meetings; regular communication to parents if welfare/ discipline issue(s); parent involvement in classes and on excursions/ camps; displays/ performances of student work; PIC (parents-in-community) working bees; social community events.
- Feedback on the effectiveness of the school in numerous areas - Annual Community Survey; Year 12 Exit Survey (student); Exit interviews (Principal or Heads of School with departing families).
- Attendance procedures ensure regular attendance and follow up of unexplained/ persistent absences or late arrivals as outlined in the LCS Attendance Policy.
- Discipline procedures / Individual Plans are put in place to focus on improvement to behavior in 3 levels as detailed in the LCS Behaviour Management Policy.
- Centralised record-keeping on the School's database and The Hub provides an accurate profile of student records as updated by staff. Confidential notes are securely maintained on a school server, with access limited to authorised staff only.
- Recording of Student Incidents, injuries, incidents of harm (e.g. bullying), and "near misses" is central to LCS's obligation to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen.

A near miss is an incident that could have resulted in an injury or illness but did not. For example, if a student trips over uneven flooring but doesn't injure themselves, this is a near miss.

The recording of these incidents is key to ensuring that risks of further injury are effectively mitigated, and corrective actions can be implemented.

The recording and analysis of data relating to student injuries/harm over time provides key information as to the types of safety hazards that exist within the School and assists us in continuing to develop a safe environment for all our students.

To assist in the student injury/harm recording process LCS has developed the following systems and procedures.

Reporting and Register of Student Injuries and near misses are reported through LCS's online Incident Management Reporting System (ERM) which can be accessed via The Hub.

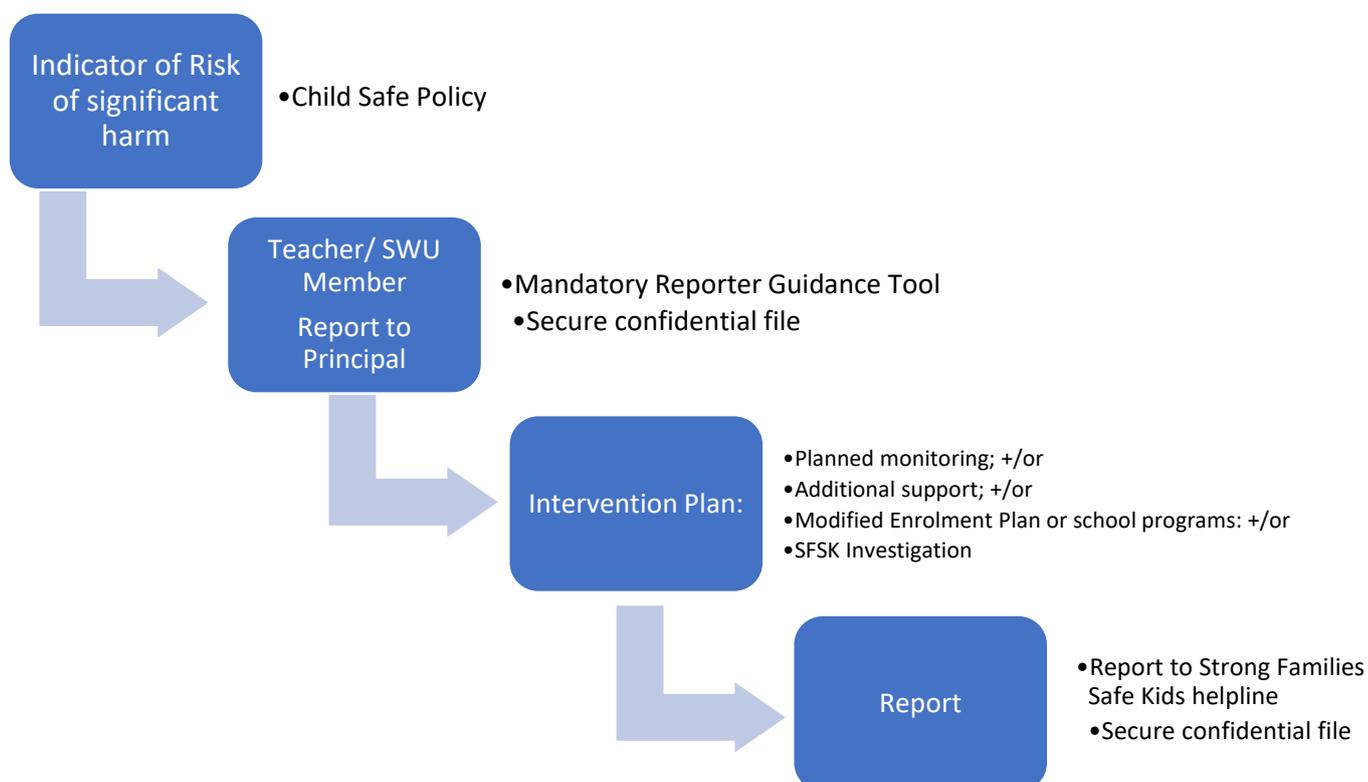
Reporting Incidents of Bullying are managed by the Head of School by following our Anti-bullying Policy.

When School Intervention is Required?

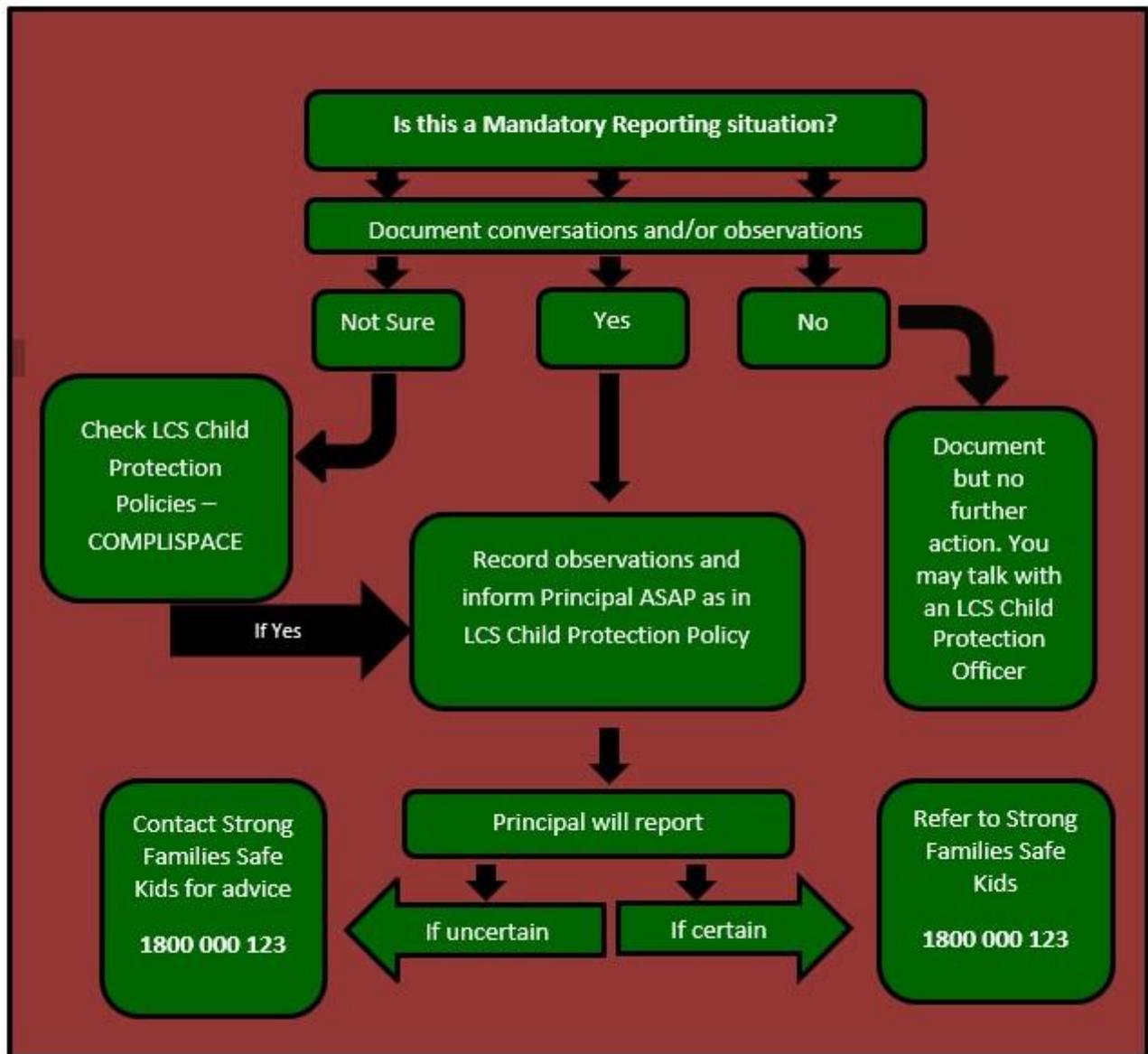
**In case of immediate danger to a student, contact the Police (000),
or Strong Families Safe Kids Helpline (1800 000 123).**

- 1 Where there is suspicion that a student is at **risk of significant harm**, procedures will be followed as set out in the LCS Child-Safe Organisation Policy. (Diagram 1, below)

Diagram 1A: Risk of Significant Harm Flowchart



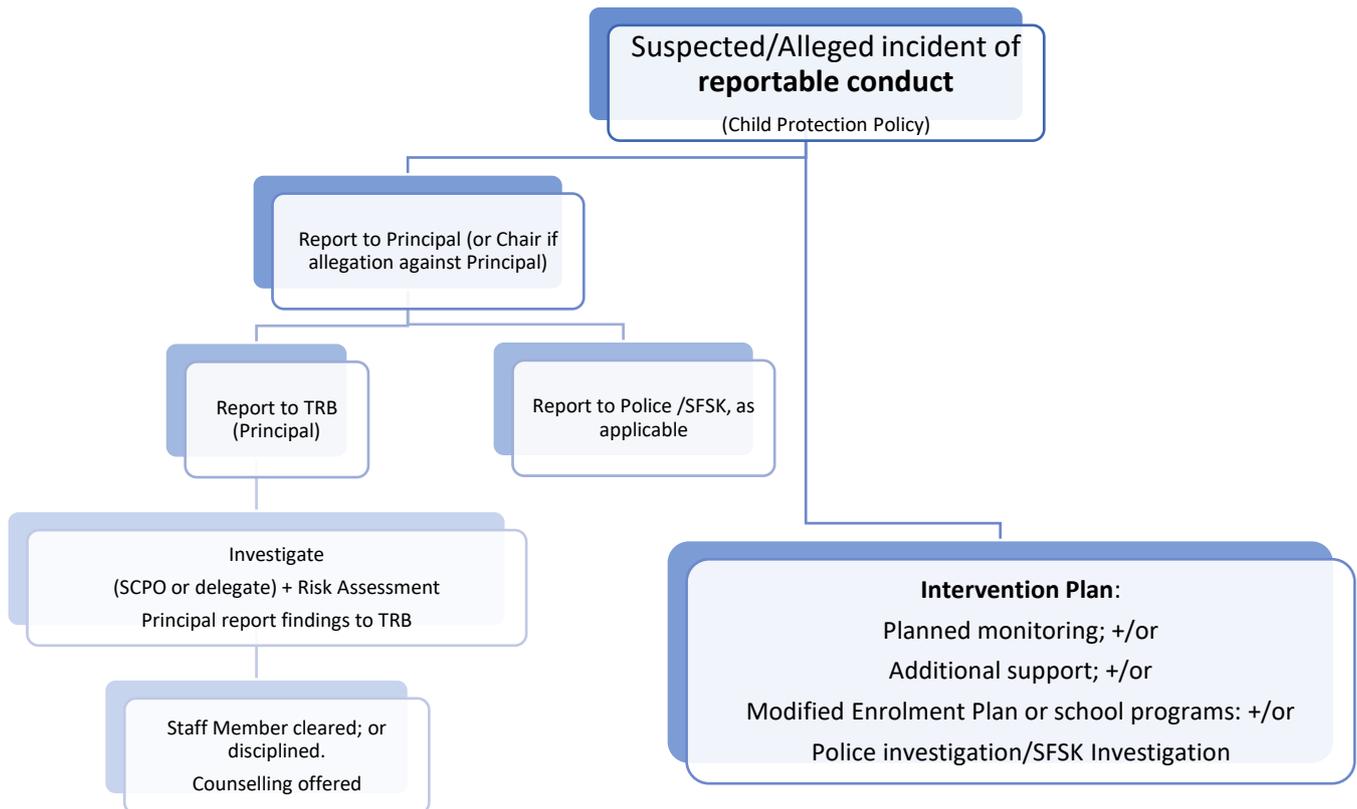
Flow Chart for Mandatory Reporting at LCS



This flowchart must be read & understood in conjunction with the [LCS Child Safe Program](#)

- 2 If the welfare situation indicates **reportable conduct**, the Principal will make a report to the Police and Strong Families, Safe Kids, and follow procedures set out in the LCS Child Protection Policy. (Diagram 2, below)

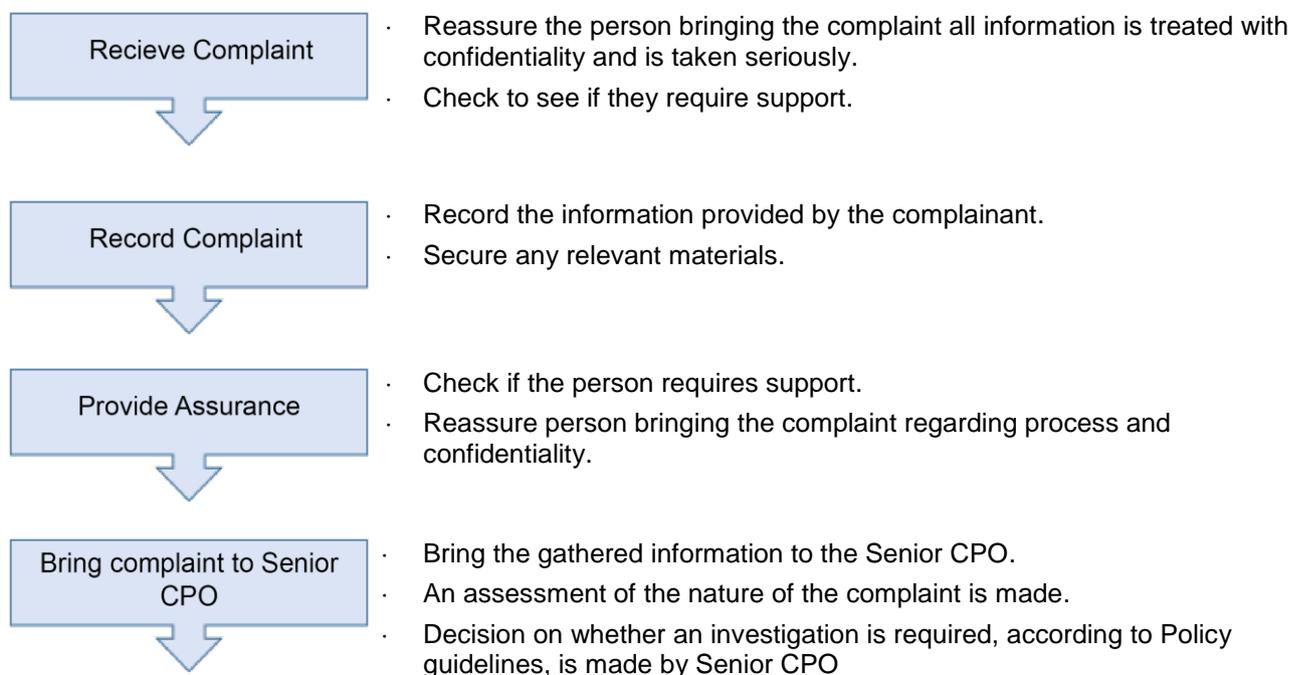
Diagram 2: Reportable Conduct Flowchart:



- 3 A concern or issue of student welfare may be raised by any member of the Student Welfare Team, another staff member, parent or family member, or by the student.

The concern may be an observation, report, or allegation of an incident or an indicator of lack of well-being or harm. (See LCS Child Safe Program). The report is made to a nominated Child Protection Officer within LCS.

Child Protection Officers	Position
Mr Bosker – Senior Child Protection Officer	<i>Principal</i>
Mrs Niebuur	<i>Head of Junior School</i>
Mr Kew	<i>Head of Middle School</i>
Mrs McCracken	<i>Head of Senior School</i>
Miss Marshall	<i>Assistant Head of Junior School (K-2)</i>
Mr Lake	<i>Assistant Head of Junior School (3-6)</i>
Mrs Armstrong	<i>Assistant Head of Middle School</i>
Mr Hill	<i>Assistant Head of Senior School</i>
Mr Lundie	<i>Student Wellbeing Social Worker</i>
Mrs Curtis	<i>Pastoral Counsellor</i>





Senior CPO oversees appointment of an investigator and investigation commences, according to LCS investigation guidelines.

- 4 The response/s, including most appropriate staff member/s and strategies chosen, will depend on:
 - the severity of the circumstances
 - any legal requirements for reporting the incident
 - the indicators of student lack of well-being
 - the observer’s relationship with the student
 - determination of underlying causes and effects e.g. a behaviour/ discipline issue or undiagnosed health issues
 - willingness and comfort of the student with the planned intervention;
 - following the processes outlined in the relevant Flowchart.
- 5 The full resources of the School Welfare Team are available for consultation by the observer; for support of the student, and the assistance of the parents/ family. Where indicated, specialist consultants may be brought into the school, or the student and family referred to specialist services outside the school.
- 6 All student welfare incidents are entered as a ‘Behaviour Report on the Hub Pastoral module’. More sensitive information is recorded in a secure confidential file on a separate server with authorised access only.
- 7 Parents/ family will be consulted early in any intervention unless specifically contraindicated by circumstances, refer to the LCS Child-Safe Policy.
- 8 Teachers, Section Coordinators, SWU, Heads of School, and Principal will keep parents notified of escalating circumstances as appropriate. Teachers should check with Heads of School for guidance in this matter.
- 9 All meetings are to be conducted in a confidential manner consistent with LCS Child Safe Policy.

Working with Other Professionals

The school seeks to partner with local and other agencies to assist in student welfare and may refer both students and staff to outside services when circumstances indicate additional support or training may be required. These include:

- External providers e.g. medical, Psychological, educational specialists, contribute towards planned programs for additional support of students within the school.
- Training partners for staff and school procedures e.g. IST, CEN
- Local churches for family and spiritual support
- Police Youth Liaison Officer
- Children & Adolescent Mental Health Service
- Resources for Youth Mental Health in Launceston:

Mental Health Line	1800 011 511
Alcohol and Drug Information Line	1800 250 015
Child and Adolescent Mental Health Service	6777 2277
Headspace	6335 3100

Community Health	6777 1427
City Mission, Launceston	6335 3000

RELATED POLICIES

Child Safe Organisation Policies
Staff Code of Conduct
Maintaining Professional Boundaries
Student Code of Conduct Code of Conduct for Parents and Visitors
Sexual Harassment Policy
Teaching and Learning Policy
Enrolment Policy Attendance Policy WHS Policy suite
Bullying Prevention Policy
Workplace Anti-Discrimination Policy
Privacy Policy
Child and Young Persons Safety Code of Conduct
LCS Student Duty of Care Policy suite
Behaviour Management Policy
Student Counselling Services Policy
Complaints Handling Policy
ICT Policy
Cyber Safety Policy

RELEVANT LEGISLATION

Children, Young Persons, and Their Families Act 1997 (Tas)
Education Act 2016 (Tas) and Education Regulations 2017 (Tas)
Registration to Work with Vulnerable People Act 2013 (Tas) and
Registration to Work with Vulnerable People Regulations 2014 (Tas)