

## POLICY



*Safe and Supportive Environment: Student Welfare*  
**STUDENT CARE (WELFARE)**



**These guidelines addresses issues in relation to:  
Safe and Supportive Environment – Student Welfare 3.6.2  
Discipline – 3.7.1**

*The School's policies, which are made from time to time, are made pursuant to the registration requirements set out in section 47 of the NSW Education Act and the Board of Studies, Teaching and Educational Standards.*

## PURPOSE

Student Care is the unifying focus for the academic, social and emotional aspects of school life.

Student Care is the school expression of its concern for the development and the sustainment of the whole person.

International Football School is committed to developing a climate, which fosters mutual trust and respect designed to assist students and parents. The Student Care Guidelines embraces the diversity of all people and cultures, and promotes collaborative practice, which will encourage students and staff to strive for personal growth.

We are deeply concerned about each and every student in our care. We believe strongly that education is based on sound relationships and our Student Care Guidelines aim to nurture this relationship. At our School, it is expressed through;

- The development of quality relationships
- The provision of satisfying learning experiences
- The establishment of an effective care network
- The effective implementation of the Behaviour Management Policy

## PROCEDURE

### **Duty of Care**

The School owes a duty of care to its staff and students. It is expected that all staff contribute towards the fulfilment of this legal duty. Staff will exercise with diligence, the duty of care that they owe to the students. In addition to this, staff are expected to take all reasonable steps to protect students from risk of harm. This may require making formal notifications/reports to government agencies as well as referring matters of concern to relevant personnel.

Staff are also expected to cooperate with the school to maintain a workplace environment that is positive, open and healthy for members of the school community. Each staff member has a significant role to play in achieving and maintaining this objective. It is expected that any matters that threaten the fulfilment of this objective are reported to the School Management Team.

### **Teaching and Learning in the Academic and Coaching Program**

In both an educational and sporting context, an essential requirement for Student Care is effective

teaching and coaching. This is reflected in the relationship between the Football and Tennis Development Program and the Academic program.

- Lessons/Sessions should be well-prepared, innovative, challenging, interesting and student-centered
- Feedback should be given in a reasonable time so students can action and adjust.
- Work produced by students should be checked and monitored regularly and every opportunity taken to give credit for effort made. Students should be continually challenged to reach their potential and positive intrinsic motivation nurtured.

### **International Football School Family**

A school that fosters a sense of belonging offers students some community and family spirit, which is welcoming and stable in a world of change.

School spirit and identity is a multi-faceted phenomenon and seems to rise from many sources e.g. information sessions for incoming students and parents, regular school assemblies, participation in public events together (such as cultural and sporting fixtures), the loyalty of teachers for the school, celebration of school events, school traditions and the development of parent and student loyalties to the school.

Bonding of students occurs when they experience an affinity for the school as a place where they are recognised as people and feel linked with others. Bonding offers support and affirmation for each person in the school community. They know that their presence in the school community is significant to the group and they have some real contribution to make to its growth.

In developing the whole person IFS extends itself in developing innovative and on-going programs to support and challenge students in attaining the best results possible.

### **Stage Groups and Coaching Groups**

The Student Care Guidelines are overseen by the Principal in consultation with the Director of Sports.

Each Stage Group has a team of teachers who deliver both the academic program and focus on Student Care. These Groups also have a team of coaches who work with them on a daily basis. Each Stage group is supervised by a Stage Coordinator whose focus is the care and well being of their stage.

Coaching Groups, although devised based on skill level, consists of students across year groups, providing opportunities for peer support and providing coaches with an opportunity for staff to develop a very positive relationship with a group of students outside what is experienced in the classroom.

### **Roles and Responsibilities**

#### **1. Principal**

- Oversees and responsible for the implementation of the Student Care guidelines
- Oversees and responsible for the development of policies and procedures that assist the Student Care Guidelines
- Oversees and responsible for the implementation and development of the Behaviour Management Policy
- Ensures that all procedures and policies are followed in line with School expectations and the policies

## **2. Teachers/Coaches**

- To fulfill daily administration duties by marking the attendance roll accurately to identify patterns of absenteeism and lateness, which will be communicated to their Mentor in order to facilitate the cohesive operation of the school day.
- To develop a relationship with members of Stage Group in order to become the first contact point for students who need assistance with routine support at school.
- To communicate with students on issues raised in order to seek reasons for behavioural or work related issues and to develop simple strategies to overcome minor issues.
- To assist the Stage Coordinator and Principal in the implementation and monitoring of management strategies for students who consistently breach IFS expectations
- To participate in group activities to develop the trust of students.

## **3. Primary Coordinator/Stage Welfare Leaders**

- To liaise with Teachers/Coaches on consistent or significant issues of concern for individual students to ensure the effective and consistent management of student issues.
- To communicate with individual students on issues raised in order to seek reasons for behavioural or work related issues and to develop simple strategies to overcome major issues.
- To assist Teachers/Coaches & Principal in the implementation and monitoring of management strategies for students who consistently breach IFS expectations
- To participate in group activities to develop the trust of students.

### **Access to a Counsellor**

Students have access to a counsellor who visits the school 3 times a term.

Seeing the counsellor may also be included as part of a behavior management plan.

Parents may request for their child to see the counsellor, or a student may request to see the counsellor through a Teacher, Coach, Sports Director or Principal. This is communicated to the Stage Coordinators who will ensure the request is followed through.

Parental permission is required for students 14 years old and under to see the counsellor.

If needed, the counsellor will come to school outside of agreed dates.

When a student needs to talk to someone and the counsellor is not available, students are encouraged to call Kids Helpline on **1800 55 1800**, 24 hours a day, 7 days a week.

### **Access to School Chaplain**

From Term 3, 2016, Students have weekly access to the School Chaplain.

## **RELATED DOCUMENTS**

*Anti-bullying and Harassment*  
*Behaviour Management Guidelines*  
*Child Protection*  
*Duty of Care*

Date of Next Review: January 2018 or earlier where amendments in legislation require immediate policy reviews

Version #	Date Approved	Author	Purpose/Changes
3.0	Jan 2015	L. Roberts	Document finalised in Jan 2015 due to feedback from BOSTES
3.1	June 2016	L. Roberts	Addition of Student access to Chaplain
3.2	Sept 2016	M. Trew	Formatting Updates