

## **4.24 Student Welfare Policy**

### **Student Welfare Policy**

#### **1. Purpose of policy**

The Student Welfare Program at Cedars Christian College is designed to complement our core College values: Christ-Centered and Biblically based, Education and Community. The program also leads us towards achieving our Mission Statement: A Christian Community – Inspiring Learning, Developing Leaders, and Equipping for Success.

#### **Context**

Student welfare at Cedars Christian College:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- seeks to create a safe, caring school environment in which students are nurtured as they learn
- is promoted through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- 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.

#### **2. Applicability**

Policy applicable to all members of the College community.

#### **3. Definitions**

NA

#### **4. Policy Content**

The programs, policies and procedures referred to in the student welfare program are either proactive measures to build positive student welfare or more responsive measures to address the dynamic welfare needs of students.

<b>Proactive</b>	<b>Responsive</b>
Assembly (see Assembly Policy)	Bullying Policy and Action Plan (see Bullying Policy)
Attendance (see Attendance Policy)	Counselling (see Counselling Policy)
Buildings and Facilities (also see WHS policy)	Discipline (see Student Discipline Policy)
Camps (see Camps Policy)	Evacuation (see Evacuation policy and procedures)
Chaplaincy Program	Grievances / Complaints (see Grievance Policy)
Drugs (see Drugs Policy)	Keep Them Safe – Mandatory Reporting (see Child Protection Policy)
Health Care	Managing and Reporting of Serious Incidents
Mentoring (see Mentoring Policy)	
Methods of Communication	
Missions Program	
Pastoral Care	
Recognising Student Achievement (see Recognising Student Achievement Policy)	
Risk Management (see WHS policy, Risk Assessment forms, Excursion Policy)	
Student Code of Behaviour (see Student Code of Behaviour and Student Diary)	
Student Leadership (See Student Leadership Booklet)	
Supervision (see Supervision Policy)	
Uniform (see Uniform Policy)	

### **Assembly**

All students will attend a weekly or fortnightly assembly for the duration of one period. These assemblies are designed to connect students to Christ, each other and the community. The assemblies may include:

Praise and worship  
 A Speaker  
 Video presentations  
 Pastors / Youth Pastors  
 Activities  
 Group work  
 Recognition of student achievement

*See Assembly Policy for full content.*

## Attendance

All students who are enrolled at Cedars Christian College, regardless of their age, are expected to attend whenever instruction is provided. Regular attendance at school is essential to assist students to maximise their potential. The college, in partnership with the parents is responsible for promoting the regular attendance of students.

Student attendance is monitored daily through Reception. Text messages or phone calls to parents are made in the first instance. Trends are reported through homeroom teacher or class teacher for follow up. If attendance issues become chronic then detentions may be given or 'N awards' for senior students. The Principal will determine level of attendance as inadequate (this is not a set percentage) on a case by case basis.

Students are to stay within the school grounds during school hours. Any absence from school requires a parent explanation. This may be received through a text message, email, voice mail or written note. Parents are required to contact the school on the morning of the absence. Notes requesting permission to attend unavoidable medical or other appointments during the day must be brought to Homeroom, Roll Call or Class Teacher. Students must not leave until an Early Departure Slip has been signed. For safety reasons students should not arrive at school prior to 8.30am unless attending a supervised activity.

*See Student Attendance Policy for full content*

## Buildings and Facilities

Certain procedures need to be followed by all to ensure that every student gets maximum use out of all that the school offers. Careful use of school facilities, buildings, grounds and equipment will result in a pleasant environment and continued efficiency.

At recess and lunchtime, classrooms are to be left free and unoccupied by students, unless it is a wet day. Students are not to be in class rooms without teacher supervision or permission.

Eating in buildings is permitted only with teacher approval and supervision. Students are not permitted to bring food to class. For health reasons and to maintain a pleasant environment, students must not leave any rubbish lying around and must use the bins provided.

Students are requested to take care of their own property. Lost property is located in main reception. School equipment is not to be used unless a teacher is present.

*Other information on security and safety for students in regard to buildings and facilities can be found in the WHS policy.*

## Bullying

Bullying is unacceptable in any form at Cedars Christian College. In our school environment we have an expectation that all members of the school community will be respected and that there will be a tolerance of individual differences. The essential dignity of each individual is accepted as all are created in the image of God. Each member of the school community has a responsibility to other members of the community and as such neither bullying nor harassment in any form will be tolerated. The school will not accept any activity that compromises the development and maintenance of a caring and supportive environment.

**Definition of bullying and harassment:** Bullying is behaviour, either physical or psychological, which has the potential to harm or place under stress another individual who is not able to defend themselves in the actual situation.

Bullying behaviour can be infinitely varied but some examples of bullying are:



- any form of physical violence such as hitting, pinching, biting, pushing, spitting or other threatening behaviour
- invasion of another person's space with the intention of intimidation
- use of racist or hurtful names, offensive names, 'put downs' or comments that belittle another person's achievements both verbally and in written form such as graffiti or comments in a diary
- spreading rumours, making offensive or hurtful telephone calls, sending hurtful notes, SMS text messages or emails
- continually and deliberately ignoring, teasing or singling out others with the intention of causing distress
- damaging, hiding or destroying another person's property

Students will be seen to be encouraging bullying if they:

- fail to report bullying
- pass on notes, emails or rumours
- provide an audience
- laugh at a bully
- fail to support someone who is being bullied
- retaliate with physical or verbal bullying

If a student feels they are being bullied they should:

- understand that it is not their fault and consider what action they can take
- tell a trusted adult such as a parent, teacher, Welfare Coordinator or Counsellor
- report the incident as soon as possible; it is always the right thing to "tell"
- decide how they will deal with the situation – be assertive and tell the bully how they feel or ignore it and not let the bully know that they are upset

*See Bullying Policy and Action Plan for full content.*

## Camps

Camps are held every year for students in Years 5-12. These camps are designed to improve relationships between students, teachers, and God. Other outcomes include developing leadership and team work skills, study skills, goal setting, building resilience and educational outcomes.

Students may be sent home from camp if they are found to be in possession of banned items such as alcohol, drugs, or cigarettes. Behaviour that does not align with the student behaviour code or fit within the values of the college may also lead to the student being sent home or excluded from activities.

*See Camps Policy for full content.*

## Chaplaincy Program

The Chaplain will support the Christian foundation and ethos of the College and serve the vision of the Lighthouse Church and Cedars Christian College. They will provide pastoral care, spiritual advice, comfort and support to the College community. They are accountable to both the Executive Pastor of the Lighthouse Church and the College Principal however in their daily work they will report to the Deputy Principal and work closely with the Welfare Team. They will work to provide an environment where each student is valued and nurtured as an individual and is given every opportunity to grow in their spiritual journey. They will provide positive links between the College, Lighthouse Church and other local churches. They will promote opportunities for a strong and growing Christian ministry in the College community.



## Counselling

The aim of the counsellor is to build resilience, suggest behaviour management strategies, liaise with staff, students and parents and external providers and community organisations to provide the best possible care for the student.

There may be a number of different reasons where counselling may be beneficial for the student. They may include:

**Behavioural** – A student may require counselling for a variety of behavioural, social and emotional needs. This is usually identified by the classroom teacher.

**Academic** – A student may require counselling or assessment for a variety of learning needs. This is usually identified by the teacher, parent, Learning Support Coordinator or Director of Primary or Secondary. The aim of academic counselling and/or assessment is to identify the child's learning needs and develop programs to support these needs.

**Social and Emotional** – A student may require counselling if they are feeling depressed, anxious, have low self esteem, have an eating disorder, are grieving, are stressed etc.

It is important that the process of requesting counselling or assessment is followed as it ensures that the appropriate positions have been informed, privacy issues have been addressed and parental consent is given.

*See Counselling Policy for full details and request for counselling forms.*

## Discipline

The Bible is clear about the place of grace and forgiveness within the framework of discipline (Romans 6:14-18). We therefore discipline with the aim of training and discipling young people to follow the teachings of Christ in the Bible. The emphasis is on respect and safety within the context of community relationships.

A proactive discipline system will reward good behaviour. At Cedars students are commended for achievement in curricular and co-curricular activities. Positive student leadership is also encouraged in all year levels.

The College has various levels of discipline to bring correction to students, although correct behaviour will never be achieved through the imposition of rules alone. Discipline policies are reviewed to ensure they are procedurally fair and that they follow the principles of natural justice. Policies include progress monitoring, and community service work through to exclusion from activities, suspension from school and indefinite suspension. They do not include corporal punishment as this is excluded from Cedars Christian College by the Education Reform Amendment (School Discipline) Act, NSW, 1995. The College does not sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

*See Student Discipline Policy for full content, procedures, roles and responsibilities.*

## Drugs

Cedars Christian College supports a drug free environment for all staff and students. Illicit drugs, alcohol and tobacco are banned substances.

The School will take all measures necessary to ensure that students and parents are educated as to the dangers and risks associated with the use of these substances. This may be through curriculum, devotions, workshops, print materials, counselling etc. The School will take



whatever action is deemed necessary to ensure that the culture of drug use does not impact on the school community.

Smoking, drinking alcohol or using a prescribed substance are strictly forbidden whilst travelling to and from school, or at any school function or whilst in school uniform. Possession of these substances is also unacceptable. Any breach of this rule will have serious consequences, and may result in suspension or expulsion depending on the severity of the offense and mitigating circumstances. The final decision regarding action in relation to these matters will be with the Principal. Students needing to take prescription substances must inform the school through the student medical plan.

*See Drugs Policy*

### **Evacuations**

To ensure the safety and welfare of students at Cedars Christian College an evacuation and lockdown policy and procedure has been put in place. Regular drills will take place to ensure students are aware of their role and responsibilities during an evacuation / lockdown.

*See Emergency Procedures Policy for full content.*

### **Grievances / Complaints**

#### **Grievance Policy**

This policy is designed to give all members of the community an understanding of how they may deal with grievances as they arise. A clear, respectful and fair grievance policy can help to minimise conflict and if issues are dealt with early and in a respectful manner they can often be resolved more easily. We endeavour to ensure concerns are expressed and resolved in a timely and positive manner.

What is a grievance?

A Grievance is a cause for complaint, especially of unjust treatment. Common sense should be used before pursuing a grievance. In cases of grievance there has to be an element of unfairness.

How do we aim to handle grievances?

We aim to handle all grievances in the context of our Christian faith. As a Christian community we seek to foster a spirit of unity and to work in a context of truth and love.

*If you have any encouragement from being united with Christ, if any comfort from his love, if any fellowship with the Spirit, if any tenderness and compassion, then make my joy complete by being like-minded, having the same love, being one in spirit and purpose. Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves.*  
Philippians 2:1-3

We seek at all times to be accessible, courteous, confidential and consistent and to address concerns within a reasonable timeframe.

We also seek to handle grievances using the principles of procedural fairness. The principles of procedural fairness are the right to be heard, the right to be treated without bias, the right to be informed of allegations being made and to be provided with an opportunity to respond to them and the right to information regarding the status of the complaint.

What can a parent or student do if they have a grievance?

Issues related to the classroom should be directed to the teacher in the first instance. Parents and students should seek to make an appointment to speak with staff at a mutually convenient



time.

If the problem is not resolved at this level, the grievance may be taken to a member of the leadership team. In the case of welfare issues this would be a Welfare Coordinator. In the case of curriculum matters this would be a Director of Primary or Secondary. Matters related to non-educational issues, including finance should be directed to the Business Manager.

If the problem is still not resolved at this level then advice from the College Deputy Principal should be sought. In some cases the parent or student may want to bring a support person with them – this should be arranged in advance.

If the problem continues to be unresolved then the Principal will handle the matter. The Board is not a grievance committee and parents or students would not ordinarily take grievances to the Board. The exceptions to this would include any unlawful or mischievous action by the Principal.

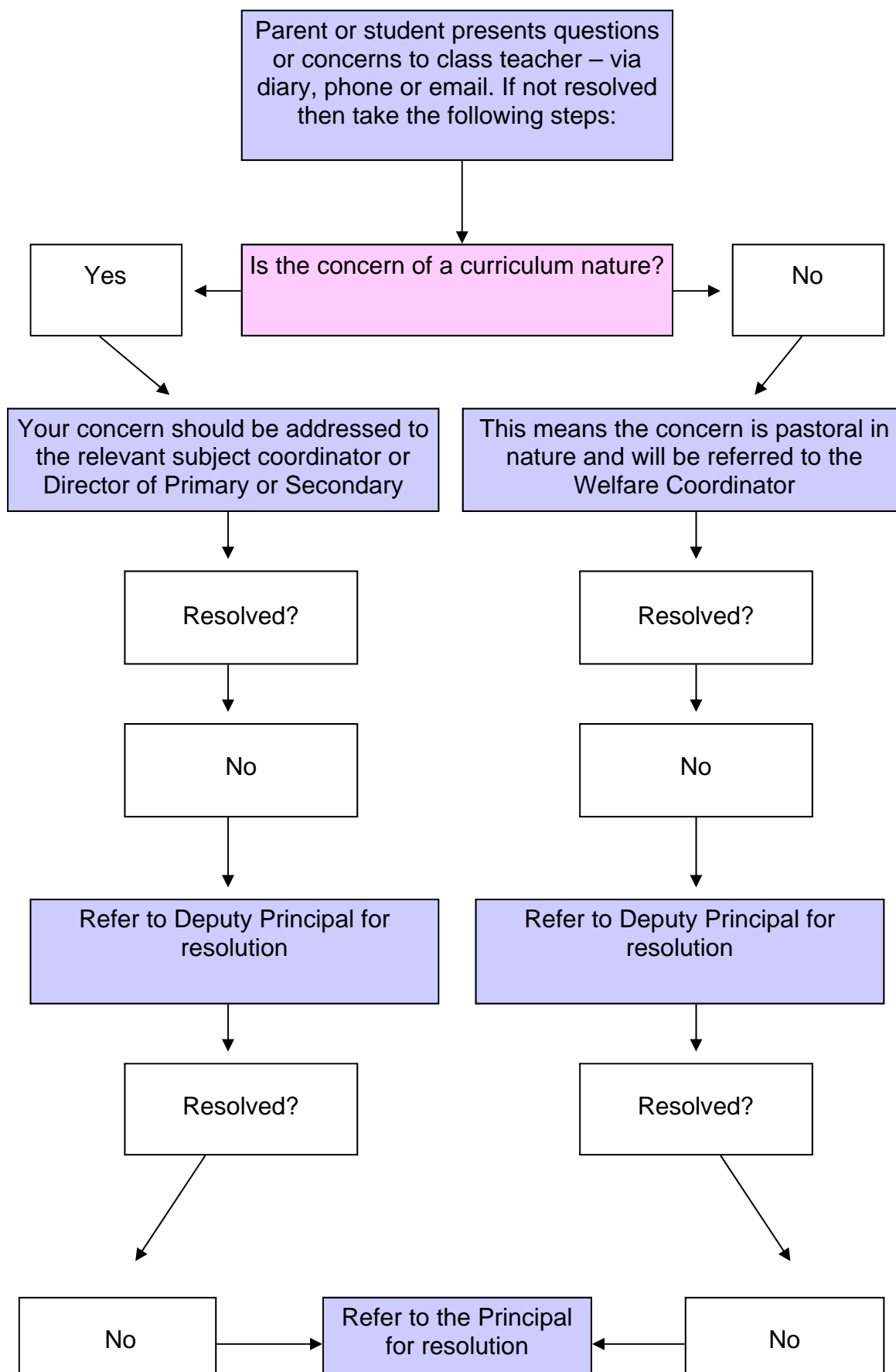
In all levels of the process the principles of procedural fairness will be considered. Child Protection matters will be handled with regard to the legislative requirements.

*See Communication flow chart over page.*

*See Grievance Policy for full content.*



## Cedars Christian College Grievance Flowchart for parent or students





## Health Care

Upon enrolment parents are to complete a medical health care plan for their child. This is entered into the school database and communicated to appropriate staff.

If a child requires a health care plan then this is formulated between the parents and the school. In general, medicine is to be stored in the front office and taken under supervision.

Health care reminders will be sent to parents each year to change or add details to their child's information. If changes occur throughout the year then parents are required to contact the office to inform the college of these changes.

*See procedure for Health Care Plans within First Aid Policy.*

## Keep Them Safe – Mandatory Reporting

Keep Them Safe is a five-year Action Plan that aims to re-shape the way family and community services are delivered in NSW to improve the safety, welfare and wellbeing of children and young people.

The goal of Keep Them Safe is that "all children in NSW are healthy, happy and safe, and grow up belonging in families and communities where they have opportunities to reach their full potential".

In particular, Keep Them Safe includes actions to enhance the universal service system, improve early intervention services, better protect children at risk, [support Aboriginal children and families](#), and strengthen partnerships with non-government organisations (NGOs) in the delivery of community services.

Teachers are still mandatory reporters under this system however, the reporting threshold has changed from 'risk of harm' to 'risk of significant harm'.

*What is meant by "significant" in the phrase "to a significant extent" is that which is sufficiently serious to warrant a response by a statutory authority, irrespective of a family's consent.*

*What is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare or wellbeing.*

*In the case of an unborn child, what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child.*

Teachers (Mandatory Reporters) in the College who suspect that a child or young person is at risk of **significant harm** (the new statutory threshold) should report their concerns to the Deputy Principal. The Deputy Principal will consult the Mandatory Reporter Guide and complete the relevant section for the child. Advice from the Mandatory Reporter Guide is then to be followed. This may result in a report to Community Services for investigation and/or other support from the college's welfare department or external provider.

Child Protection Helpline – 133 627

*See Child Protection Policy for full content.*



## Managing and Reporting of Serious Incidents

If any student is worried about the behaviour of another student or any member of the Cedars Christian College Community they should tell a trusted adult – such as a parent, teacher, Welfare Coordinator or Counsellor. The incident should be reported as soon as possible to a Year Advisor, the Deputy Principal or Principal.

Depending on the nature of the incident the proper procedure should be followed, i.e.:

- Mandatory Reporting Procedure (Child Protection)
- Grievance Procedure
- Discipline Procedure
- Bullying Action Plan
- Request for counselling/assessment

## Mentoring

The student mentoring program is designed to improve student outcomes and provide a higher level of individual support for the student. Mentoring should be adapted to suit the individual needs of the student, however, areas of discussion could typically include:

- time management
- academic progress
- spiritual growth

Normal child protection issues are relevant in the mentoring relationship (see Child Protection Policy) however, it is noted here that care should be taken to ensure that staff are not left alone with the student. An appropriate place should be selected to meet such as the library or quad. It is recommended that meetings be weekly for the duration of approximately 30 minutes. This is a guideline and should be negotiated between the mentor and mentee.

It is important that the mentor teacher does not take on the role of other trained positions in the school such as the counsellor or careers advisor. Students should be directed to these roles as required.

*See Student Mentoring Policy for full content.*

## Methods of Communication

Communication between the parents and the teacher is an important part of caring for the welfare of the child. There are a number of means of communication, however, the primary source of communication is through the student diary. Parents and teachers can write comments to each other via the diary which is checked weekly by the Homeroom teacher/Year Coordinator. Parents are to check the diary each week and sign that they have done so. Students must have their Student Diary with them in all classes.

The Student Diary contains important information and should be read by all students and parents.

The Student Diary should be well looked after and not used inappropriately.

The child's teacher should be the first point of contact for communication, however, there are other staff members in specific roles such as Welfare Coordinators, Counsellor, Chaplain who are all contactable through the College office.

## Missions Program

Micah 6:8 asks – “*What does the Lord require of you? But to do justly, love mercy and walk humbly with your God.*” The missions program at Cedars Christian College is designed to expose students to situations where they are required to do the above.



The College has formed a partnership with 'Compassion' who arrange sponsor children/villages and offer the option of mission trips to the villages where our sponsor children live.

The College will have at least two fundraisers per year to raise money for the missions program and will promote the program through devotion times and in the curriculum where appropriate.

### **Pastoral Care**

The nature of the educational, emotional and spiritual needs of students change as they progress through their years of schooling. We have intentionally developed three sub-schools: Junior School (Prep – Year 4), Middle School (Year 5 – Year 8) and Senior College (Year 9 – Year 12) to better meet the needs of the growing student. Each sub-school has developed Student Welfare procedures that meet the specific needs of their students which reflect Biblical principles.

The Welfare coordinators work closely with the class teachers to ensure that a personal level of care is extended to each student and family. The Director of Primary and Secondary also provide academic care to students at all levels of their academic development.

Ephesians 6:1-4 outlines Biblical principles and expectations of young people. It is right for children to obey their parents and also, by delegation, their teachers. This results in a blessing over their lives. Parents and teachers that allow young people to be disobedient or disrespectful are not fulfilling their responsibilities toward them. Parents, and teachers, are not to exasperate young people.

The Class/Home room teacher will actively promote the College's strong emphasis on pastoral and academic care. They will work to provide an environment where each student in their year is valued and nurtured as an individual and is given every opportunity to achieve his or her personal best. They will support and implement programs which build a strong and positive sense of community across the year group and sub school, involving students, staff, parents and churches.

Pastoral care is the responsibility of all staff members, however, there are specialised roles for coordinating pastoral care and student welfare. These roles are:

- Deputy Principal
- Director of Secondary
- Middle School Welfare Coordinator
- Director of Primary
- Class Teacher (JS) Home Room Teacher (MS) Pastoral Care Teacher (SC)
- Counsellor
- Chaplain

### **Recognising Student Achievement**

Do not withhold good from those to whom it is due, when it is in the power of your hand to do so. Proverbs 3:27

At Cedars Christian College we are committed to helping our students reach their full potential in all areas of life. Our student recognition program focuses on a number of categories and encourages students to achieve across these areas as we strive to develop students who will be well rounded citizens capable of making a difference in society.

Not only is this system designed to recognise the efforts and achievements of our students it is also designed to stretch them. It allows students to find success in a number of categories, not just one. It also ensures that not just the academic students achieve the top awards.



The categories are:

- Academic (excellence, improvement, effort)
- Sport (excellence, sportsmanship, effort)
- Citizenship (service, leadership, behaviour)
- Creativity (arts, music, performance, design)

*See Recognising student Achievement Policy for full content.*

### **Risk Management**

Cedars Christian College is committed to managing the risk of harm for our students and is committed to safe work practises. Risk assessments are completed for potentially hazardous activities and are a compulsory part of excursion and camp planning as well as on site changes to routine.

*See Excursion and Camp Policies and Risk Assessment Proforma.*

### **Self-Harm**

Self-harm can affect a child of any age, from any background. Self-harm can come in many different forms and can involve things other than physically harming oneself on the outside. Self-harm can also occur when someone harms themselves internally, for example, by purposefully swallowing something sharp or drinking something toxic. Though self-harm can result in serious bodily injury, and sometimes death, it is not necessarily the result of a desire to complete suicide. Self-harming behaviour can be due to multiple reasons and are generally aimed at relieving emotional distress. A person may self-harm as a result of feeling a sense of guilt, depression, low self-esteem or self-hatred. Eating Disorders such as anorexia nervosa can also be considered a form of self-harming.

Self-Harm is not usually an attention seeking behaviour although some young people do use it as a way of letting others know they aren't coping.

### **Recognising Self-Harm**

People with self-harming tendencies often go to great lengths to hide the evidence – making it hard for College staff to recognise any signs. The most common manifestation is behaviour that includes cutting or mutilation of the wrists and self-inflicted burns or bruises. Students who do this may attempt to avoid exposing their injuries or scars, typically by making excuses to keep clothing such as jumpers on even during hot days or avoiding participation in and getting changed for PE and sport. Other signs include any unexplained injuries, withdrawal, sudden mood changes and depression. If a student has recently experienced a significant event (such as a break up or family issue) they are more vulnerable to self-harm and should be monitored carefully by their class/homeroom/pastoral care teacher and counselling or support offered.

### **Responding to Suspected Self- Harm**

If a staff member suspects that a student is self-harming they should:

- Report their concern to the student's class/homeroom/pastoral care teacher
- Inform the relevant Welfare Coordinator
- Speak with the student about their concern if appropriate

The class/homeroom/pastoral care teacher should then:

- Hold an open and non-judgmental conversation with the student to encourage them to confide in them and try to understand their motives for self-harming
- Communicate with the student's parents/caregivers



- Consult with the College Psychologist and arrange for follow-up counselling or referral as required
- If other students are aware of the behaviour it may be necessary to speak with them to avoid potential copycat behaviour and also provide support for those who may have concerns over their peers behaviour or wellbeing

Students who are self-harming at school or who disclose their self-harm to other students will be asked to seek professional help and their return to school will be conditional upon the cessation of these behaviours.

### **Student Code of Behaviour (see *student diary*)**

Cedars Christian College aims to provide a safe and happy learning environment for each student, and to provide guidelines for dress and behaviour which enable students to be proud of themselves and their school. When standards of behaviour lapse, the whole school suffers and each student feels less valued as a result.

### **Behaviour in Public**

Quiet, courteous and responsible behaviour is expected by students at all times on public transport and in public places. Students should travel to and from school directly and should not loiter. Chewing gum is not allowed when in uniform, either inside or outside the school.

### **Discipline**

Inappropriate behaviour, work effort or dress may lead to warnings or detentions. Notes regarding this behaviour may be recorded by staff in the student diary. If a pattern of poor behaviour or lateness continues then further discipline processes will begin. These processes follow the principles of procedural fairness and may include interviews with student, parents and staff.

Corporal punishment is expressly prohibited at Cedars Christian College and is discouraged in the wider community.

*See Discipline Policy for full content.*

### **Student Leadership**

Opportunities for student leadership will be maintained and encouraged within the college. They may include opportunities such as:

School Captains (Year 12)  
 School Leaders (Year 11)  
 Student Leadership Council (SLC)  
 Assembly Organisation  
 Band  
 Mentoring students  
 Missions  
 Fund raising  
 Sporting Teams / Representation  
 Public Speaking  
 Playground Leaders  
 Sports Monitors  
 Games Monitors

*See Student Leaders Model and Information Booklets for full content of role descriptions, governance and procedures.*

### **Supervision**



A duty roster is produced each term to allocate a staff member to each area of the playground from before school through recess and lunch breaks to after school. The staff member must be engaged in active supervision. This involves moving around the allocated area ensuring that students are in bounds, behaving safely, and abiding by the school rules.

Students are not to enter classrooms without adequate supervision or permission and should line up outside the class until the teacher arrives.

Student teachers are not to be assigned playground duties or class room duties without the presence of their supervising teacher. The duty of care ultimately falls to the supervising teacher.

*See Supervision Policy for full content.*

### **Uniform**

The school uniform is an important part of the overall image of the College. The purpose of the uniform is to:

- Maintain and enhance the positive image of the College in the community
- Develop a sense of pride in, and identification with our school
- Provide security for children travelling to and from school and on excursions
- Provide durable clothing that is cost effective and practical for our College community
- Provide students the opportunity to individually choose to accept the authority of the College and be part of the College student community.

Full school uniform must be worn every day unless a note is sent home from the College advising otherwise. Full school uniform is required on all excursions unless the excursion note specifically states other apparel. If a student is not able to be in full school uniform for some reason then they should have a note written in their diary from their parent or guardian explaining:

- The reason they are not in full school uniform, and
- When we can expect them to be back in full uniform.

Student uniform will be checked daily and disciplinary steps followed if the student is repetitively out of uniform. A list of the full uniform requirements is found in the student diary and available at the uniform provider.

*See Uniform Policy for full content.*



## 5. Related Documents

Policy	Other
Assembly Policy	Healthcare Plans Procedures
Attendance Policy	Risk Assessment Proforma
Bullying Policy and Action Plan	Student Diary
Camps Policy	Mandatory Reporters Guide <a href="http://www.keepthemsafe.nsw.gov.au/home">http://www.keepthemsafe.nsw.gov.au/home</a>
Counselling Policy	Student Leadership Booklet
Discipline Policy	
Drugs Policy	
Evacuation Policy	
Grievance Policy	
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