

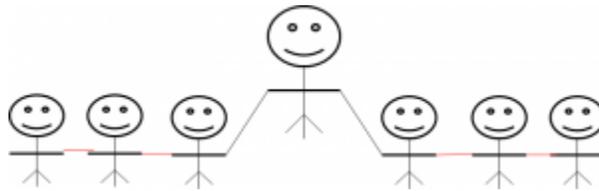
SAPPHIRE INTERNATIONAL SCHOOL

CROSSINGS REPUBLIK



**STUDENT WELFARE
COMMITTEE**

STUDENT WELFARE COMMITTEE



Every student can learn, Just not on the same day, Or the same way”

Following these beautiful lines quoted by famous personality George Evans. At Sapphire International School, Crossings Republik, the Student Welfare Committee endeavors to help a student’s educational process to advance their academic as well as personal abilities.

Definition

“Student engagement and school connectedness underpin effective student learning. Student engagement can be defined as three interrelated components: behavioral, emotional and cognitive. Behavioral engagement refers to students’ participation in education including the academic, social, and extracurricular activities of the school. Emotional engagement encompasses students’ emotional reactions in the classroom and in the school. It can be defined as students’ sense of belonging or connectedness to the school. Cognitive engagement relates to students’ investment in learning and their intrinsic motivation and self-regulation”

It targets at avoiding the hindrances that may come in the path of a student’s learning process so that they can be qualified professionally upon the national and international levels. This committee complies with the policies set by the school in order to facilitate a positive academic environment to the students and help them to proceed in their career with minimal obstruction. During the stay of a student in the campus, this committee is responsible for solving all the student’s grievances. The Student Welfare Committee of Sapphire International School is responsible for the general and specific well-being of students. The committee works for the overall welfare of the student in terms of student development which consist of student development program and student publication, counseling of the students, social activities and many more.

MEMBERS OF THE STUDENT WELFARE COMMITTEE:

Student Welfare Committee comprises of the following members:

NAME	DESIGNATION
MS. VANDANA MIDHA	PRINCIPAL
MS. RINKU PARAKH	MEMBER
	(ASSISTANT CO – ORDINATOR (ACADEMICS))
MS. SHREYA SONY KAPOOR	MEMBER
MS. DEEPSHIKHA	MEMBER
MS. AKSHIKA SHARMA	MEMBER
MS. PRACHI TIWARI	MEMBER
MS. RUBY EMANUEL	MEMBER
MS. YASHI SHARMA	MEMBER

Student welfare committee works on some basic functions for the welfare of a student which includes the following:

- **First and foremost, to develop the student-teacher relationship bond**
 - **Listening to their problems and understanding what is required for their development in any manner.**
- **Assisting the students in their learning process**
 - **This includes not just academics but also the practical learning experience.**
- **Addressing and solving their various issues**
 - **Addressing the feedbacks of students regarding different areas of curriculum and resolving the issues with no or little efforts from the students.**
- **Flourishing relationship with parents and organizing meetings for them**
 - **Addressing the issues from guardians and resolving them to whatever the needs are.**

- **Organizing special coaching for slow learners**
 - Not every child understands in the same manner, the committee therefore ensures that those who could not understand the topics shall be taught in a friendlier manner, separately.
- **Conducting periodic meetings to talk over student welfare. By organizing activities and facilitating student interests**
 - Organizes co-curricular activities for personality development.
- **Managing the needs for extracurricular activities**
 - It looks after activities like music, sports, etc. for students.

OBJECTIVE:

- To give maximum benefits to the students through various welfare activities organized by the college authorities.
- To analyze and solve the problems of students regarding academic & institutional activities
- To enhance the overall personality development of students in all spheres of life
- To bring out hidden talents of students by providing opportunities
- To provide ample opportunities for welfare of students
- To motivate students for participation in various activities, competitions.
- To inculcate self-reliance and boost the confidence among students for their all-round development
- To provide various schemes for development and betterment of students

Context

Student welfare in school:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students
- recognizes the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- recognizes 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.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents and the wider school community. The objectives and outcomes that follow therefore relate to:

- effective learning and teaching
- positive climate and good discipline
- community participation.

Effective learning and teaching

Objective

To enhance effective learning and teaching by:

- encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual learning needs of students
- establishing well-managed teaching and learning environments

- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- ensuring that gender and equity issues are recognized and addressed across the curriculum.

Outcomes

- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.

Results for students

- Students will participate in decisions about their own learning.
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation.
- Students will develop competencies which enhance the quality of their relationships with others.
- Students will feel valued as learners.

Positive climate and good discipline

Objective

To enhance school climate and discipline by:

- maximizing student participation in decision-making and ensuring that principles of equity and fairness are reflected in school practice
- providing opportunities for students to demonstrate success in a wide range of activities

- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting gender stereotypes
- incorporating students' views into planning related to school climate and organization
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- recognizing the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

Outcomes

- The wellbeing, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.

Results for students

- Students will be safe in the school environment.
- Students will know what is expected of them and of others in the school community.
- Students will be able to learn without disruption from unruly behavior.
- Students will be provided with appropriate support programs.
- Students will contribute to decision-making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.
- Students will know and understand their school's organisation and know about student representative councils and other representative bodies such as the School Council.

Community participation

Objective

To enhance community participation by:

- building learning communities in which staff, students and parents work together for planned results
- encouraging parents and community members to participate actively in the education of young people and in the life of the school
- acknowledging parents as partners in school education
- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community
- encouraging links between parent and student representative groups
- inviting parents to share their skills and experiences in the school community
- supporting students and their parents in making decisions about learning programs
- recognizing students' families, cultures, languages and life experiences.

Outcomes

- There will be strong links between students, staff, parents and other members of the school community.

- **Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.**
- **The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.**
- **Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.**
- **Staff will facilitate parent and community involvement in a range of school activities.**

Results for students

- **Students will be supported by parent and community participation in school activities.**
- **Students will value the school as an integral part of the community.**
- **Students and their families will know how to gain access to relevant support services in the community.**
- **Students will be partners with parents and teachers in the teaching and learning processes at the school.**

Responsibilities

Schools

Principals will ensure that:

- **a commitment to student welfare underpins all the policies and activities of the school**
- **the school community reviews policies and practices related to student welfare**
- **student welfare is regularly reviewed using appropriate planning processes**
- **a school discipline policy is developed and regularly reviewed**
- **the review processes consider other mandatory policies**
- **strategic issues identified in reviews are incorporated into the school plan**
- **students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school**

- other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

Teaching and support staff, according to their role in the school, will:

- ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
- participate in the learning and teaching process in ways which take account of the objectives in this policy
- participate in the school community's implementation of the Student Welfare Policy.

Staff with a specific student support role will ensure that:

- the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Students will be encouraged to:

- act according to the discipline code established by the school community
- contribute to the provision of a caring, safe environment for fellow students, staff and parents
- participate actively in the learning and teaching process
- provide their views on school community decisions, including reviews of student welfare, using agreed upon processes which include student representative councils and school parliaments
- practice peaceful resolution of conflict.

Parents will be encouraged to:

- participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code
- share responsibility for shaping their children's understanding about acceptable behaviour

- work with teachers to establish fair and reasonable expectations of the school.

School Action and Consequences

Student engagement, regular attendance and positive behaviour will be supported through relationship based whole-school classroom practices, including targeted and individualized support when required. (Please refer to our Attendance Policy and Behaviour Policy). Whole-school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing ILPs (Individual Learning Programs) where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making.
- Providing physical environments conducive to positive behaviours and effective engagement in learning Inappropriate behaviours, including irregular attendance, will be addressed through a staged response.

THE LEARNING ENVIRONMENT:

RIGHTS AND RESPONSIBILITIES

The school is a workplace. As soon as you enter into the building you must demonstrate appropriate behaviours:

- Only ever walk through the school. Running is not part of any workplace
- Keep noise to a minimum
- Do not enter other classroom or teaching spaces
- iPods and mobile phones are not to be used.

• There is no eating in the play areas or those areas throughout the school that are zoned food free • There is to be no graffiti or wilful damage to school property In the classrooms: 1. You and the teacher have the right to do as much work as possible, therefore:

- Punctuality - You need to be on time
- Come equipped - You must bring all the necessary equipment to class
- Attention – you need to listen when others are speaking
- Effort – you should attempt to do all work

2. You and the teacher have the right to feel comfortable and safe in the classroom, therefore:

- You should pass all objects by hand
- You need to speak to others politely
- You should keep your hands to yourself
- You should not help yourself to other students' belongings If you fail to respect the learning environments: the following actions may/will be implemented by your teachers:

- Lunchtime clean up duties
- Time Out
 - Suspension in-school/ out of school If you fail to respect the classroom environment then your teacher may implement the following actions:
 - Change your seating position in the classroom
 - Direct you to work away from the classroom •

Direct you to work from another teacher's class for the duration of the lesson

- Time Out
- Referral to Principal

- In extreme circumstances your teacher may ask you to leave the classroom and report to the Principal without implementing any of the above steps. The matter will be followed through by all parties. Contact with your parents may be necessary.

CONSENT FORM

I have read the document and understand my responsibilities and rights as a member of the school community.

Name: _____

Department: _____

Date: _____

Designation: _____

Signature: _____

Date of Joining: _____

Name: _____

Department: _____

Date: _____

Designation: _____

Signature: _____

Date of Joining: _____

Name: _____

Department: _____

Date: _____

Designation: _____

Signature: _____

Date of Joining: _____

Name: _____

Department: _____

Date: _____

Designation: _____

Signature: _____

Date of Joining: _____

Name: _____

Department: _____

Date: _____

Designation: _____

Signature: _____

Date of Joining: _____

Name: _____

Department: _____

Date: _____

Designation: _____

Signature: _____

Date of Joining: _____

Name: _____

Date: _____

Signature: _____

Department: _____

Designation: _____

Date of Joining: _____

Name: _____

Date: _____

Signature: _____

Department: _____

Designation: _____

Date of Joining: _____

Name: _____

Date: _____

Signature: _____

Department: _____

Designation: _____

Date of Joining: _____

Name: _____

Date: _____

Signature: _____

Department: _____

Designation: _____

Date of Joining: _____

Name: _____

Date: _____

Signature: _____

Department: _____

Designation: _____

Date of Joining: _____

Name: _____

Date: _____

Signature: _____

Department: _____

Designation: _____

Date of Joining: _____

Name: _____

Date: _____

Signature: _____

Department: _____

Designation: _____

Date of Joining: _____