

Wellbeing & Behaviour Policy

Policies & Procedures | CRICOS 00971D

Welcome to our world!



RELEVANT TO:

All students

RESPONSIBLE OFFICER:

All Academic and Residential Staff, Principal

DATE REVIEWED:

April 2013

TERM:

3 years

REVIEW DATE:

April 2016

ENDORSED BY:

SMT Members

DATE:

April 2013

1. MISSION STATEMENT:

Kormilda College, from its Christian foundation and commitment to excellence, seeks to inspire its students to be life-long learners who act with compassion and justice through their understanding of others, and who develop the wisdom and courage to shape the future.

2. CONTEXT:

Kormilda College is committed to provisions that ensure all of our students have a right to and receive a quality education in a safe and supportive environment. Research indicates that improving the quality of teaching and learning drives student behaviour improvement. The purpose of The Kormilda College Wellbeing and Behaviour Policy is to support quality teaching and learning across day and boarding programs.

All members of the school community are expected to respect the following rights:

- » The rights of all people to be treated with respect and dignity
- » The rights of all students to learn
- » The rights of teachers to teach
- » The rights of all to be safe.

3. PURPOSE:

Student behaviour needs to be seen in the light of the complex nature of relationships that influence the daily lives of schools, teachers, students, houseparents and parents, including the individual and those special needs.

Programs and practices must:

- » embrace a health-promoting approach to creating a safe, supportive and caring environment
- » embrace inclusiveness and cater for the different potentials, needs of all students
- » place the student at the centre of the education process
- » focus on developing responsible behaviour in all students.

Student behaviour is closely linked to the quality of the learning experience including quality teaching and positive student teacher/houseparent relationships. Successful student behaviour change and management is enhanced through effective school, boarding house, family, community and interagency partnerships.

Responses to inappropriate behaviour should be consistent and have known consequences. However the particular situation and context, the individual circumstances, special needs and actions of the student and the needs and rights of school community members needs to be considered.

4. DEFINITION/ BELIEFS:

The College is committed to the following, which relate to our Mission statement and reflect our Christian Foundations:

- » All staff and students will be encouraged to act with compassion and justice within the College and community
- » Our College will put in place structures and processes which support culturally inclusivity where students and staff develop a real understanding of others
- » All staff and students are encouraged to be leaders or active team members who participate in the effective functioning of the College
- » All staff and students will be encouraged to become responsible and independent learners and positive members of the community to which they belong
- » The College will provide an environment that is innovative, where staff and student interaction focuses on learning about themselves and their world and all are inspired to engage in life-long learning
- » The College will not engage in any form of corporal punishment as a consequence for unacceptable behaviour.
- » A safe and supportive environment where all students and staff can achieve excellence and success
- » All students and staff will be encouraged to develop wisdom, courage and resilience to shape a future for themselves through the development of a strong sense of self and community
- » Our College supports shared responsibility – parents, students and staff, in the attainment of a safe and positive learning environment.

5. PRACTICES & PROCEDURES:

Creating Positive Learning Communities

Promoting wellbeing and positive behaviour

The College is committed to creating positive learning communities. These communities build on positive relationships, working together with all staff, students and their families by adopting approaches that are restorative.

There is communication with families through regular newsletters, school website, emails, direct contact and detailed reports about students' progress. Parent/teacher interviews are held each semester and meetings with teachers and senior staff are available on request.

Parents and Friends Committee/Indigenous Parents Consultative Committee meetings are held regularly to discuss pertinent issues for families and have meaningful input into College directions.

The College also strives to take a collaborative approach between pastoral, curriculum and support services to promote well being and encourage positive behaviour. This begins in the classroom with teachers and boarding houses with house parents and is supported by Heads and Assistant Heads of Years, Heads and Assistant Heads of Houses, Heads of Faculty, Boarding, Schools and Support Services.

Focusing on engagement, connectedness, belonging and inclusivity

Kormilda College offers a broad range of pathways for a diverse student population in a 24 hour setting. In recognition of this, the College provides structures and programs to help promote engagement, connectedness, belonging and inclusiveness.

- » Tutor Groups
- » Personal & Values Education and Youth Development Program
- » Classroom and Boarding House expectations and programs (including Orientation)
- » Outdoor Education Program
- » House and whole school events
- » Sporting activities
- » Peer support and leadership training and programs
- » Excursions
- » Co-curricular programs
- » Overseas & interstate opportunities
- » Performing Arts Productions.

Acknowledging and rewarding exemplary and improving behaviour

The College recognizes the value of acknowledging and rewarding positive behaviour as the preferred model for improving behaviour.

- » In-class recognition
- » College assemblies and special events
- » Newsletters and publications
- » Individual recognition
- » Boarding House, Middle School and Senior School awards
- » Other incentive-based rewards.

Promoting a positive learning community through quality teaching and learning practices/programs

- » Student services supporting students at risk
- » Learning support supporting students with specific learning needs
- » Excellence in teaching and support of staff professional development
 - Tribes, 4MAT, MYP, IB, VET, NTCET
 - Blooms Taxonomy
 - Mind Matters
 - Rock and Water/ Drumbeat
 - Restorative Practices

Making provision to cater for all students

The College endeavours to identify and cater for the learning needs of all students through the following:

- » When identified at enrolment, provision for support put in place
- » Screening programs e.g. Progressive Achievement Testing
- » Differentiated programs
- » Education Adjustment Plans are created for students with diagnosed special education needs
- » IB, NTCET, VET pathways and Vocational Industry Placement Program caters for a range of student needs.
- » Guidance meetings focus on individual and/or group pastoral and academic student needs
- » Pastoral structure tracking students progress holistically.

Consequences for unacceptable behaviour

Kormilda College acknowledges and reflects the Safe Schools NT Code of Behaviour. This Code affirms the right of all school community members to feel safe at school and boarding houses. Schools are safe and productive learning and teaching environments that promote responsibility, respect, active citizenship and academic excellence.

Being clear about unacceptable behaviour

Being Firm and Fair

All actions at Kormilda College will focus on:

- » The best interests of the student
- » Creating and maintaining a healthy school community
- » Building restorative relationships across the school community
- » Keeping the student at school and working towards achieving the goals of the College Mission
- » The student being a full participant in any process by hearing their views, maintaining student's privacy needs, involving students in decision making yet recognizing the need for shared confidentiality.

All students at enrolment have agreed to:

- » Work towards achieving the goals of the College Mission
- » Represent the College through their good conduct and behaviour in a way that will bring credit to themselves, their family and the school community.
- » Make honest efforts to achieve their personal best in all courses of study.
- » Act at all times with respect towards the College staff, other students, parents and visitors to the College.
- » Follow all school rules, expectations and policies.
- » Wear the full school uniform correctly.
- » Be punctual and well organised for all classes and
- » Participate fully in activities arranged by the College such as excursions, camps, sporting carnivals and other school activities.

As a student at Kormilda College, I understand that:

- » Any behaviour that disrupts my learning, the learning of others or is in conflict with the College Mission will not be tolerated. I will actively participate in any activity the College deems necessary to restore relationships if they are damaged.
- » This also includes the more serious behaviours that are either illegal or socially unacceptable (bullying, abuse, possession and/or use of alcohol or illicit drugs, vandalism, violence, intimidation, offensive language, or possession of offensive literature).
- » The consequences for inappropriate behaviour can include losing my place at Kormilda College.

The College response to unacceptable behaviour

The following student behaviours will not be tolerated and are likely to lead to suspension and where appropriate, police involvement will occur:

- » Physical abuse.
- » Verbal abuse.
- » Sexual assault.
- » Intimidation and threats.
- » Bullying and harassment including cyber bullying.
- » Possession of a weapon and/or use of a weapon.
- » Possession of and/or trafficking in illicit drugs or being under the influence of illicit drugs.
- » Possession of and/or being under the influence of alcohol or providing alcohol to others.
- » Possession of or supplying tobacco products or smoking on school grounds.
- » Vandalism.
- » Stealing.
- » Obscene or offensive acts.

The College has an obligation to ensure that natural justice has occurred and that all circumstances have been considered before enforcing the suspension. It is expected that schools will provide appropriate intervention for the student upon their re-entry to the school.

While it is recognised parents/carers may become stressed in circumstances where their child is experiencing difficulties at school, behaviour that is offensive, abusive or threatening will not be tolerated. Where appropriate, police involvement will occur.

Consequences for unacceptable student behaviour

Student behaviour that does not conform to the expected standards is not acceptable. The School Wellbeing and Behaviour Policy will set out the range and level of consequences for unacceptable student behaviour. Consequences must:

- » Provide the opportunity for all students to learn.
- » Ensure the safety of staff and students.
- » Assist students who exhibit unacceptable behaviours to accept responsibility for themselves and their actions.

Range of consequences may include:

- » Time out strategies
- » Withdrawal of privileges
- » Detention
- » Restorative processes
- » Mediation
- » Suspension
- » Police involvement.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of the school community will be considered. Access to alternative programs and input from other agencies may be provided for students who repeatedly behave unacceptably.

Students with high support needs

Students with high support needs – on recommendation from Learning Support staff, identified students, when behaving in an unacceptable manner, will be managed according to guidelines relating to their particular needs (i.e. Autism Spectrum Disorder).

5. RELATED POLICIES, LEGISLATION AND LINKS

Policies

- » Special Education Policy
- » Assessment Policy
- » Homework Policy
- » Uniform Policy
- » Internet & Electronic Devices Acceptable Use Policy
- » Vehicle Policy
- » Bullying & Harassment Policy
- » Attendance Policy

Legislation

- » The Education Act – Part 7 - Non Government Schools
- » Duty of Care
- » Child Protection Act
- » Mandatory Reporting
- » Disability Discrimination Act
- » Disability Standards for Education

Links

- » Case Coordination for Suspension, Loss of Place or Pastoral Leave
- » Consequences Flow Chart
- » Four Level Guide for Managing Student Behaviours
- » Record of Concern
- » Support Services Handbook
- » Safe Schools NT Code of Behaviour.

6. EVALUATION:

This policy will be reviewed as part of the College's three-year review cycle.