



STUDENT WELLBEING AND PERSONAL RESPONSIBILITY POLICY

Introduction

The Wellbeing and Personal Responsibility Policy of Penola Catholic College both reflects the values on which our Pastoral Care is based, and suggests broad goals and guidelines for decision-making.

The policy is informed by the College Mission statement, with its emphasis on the Christian values of love, justice and respect for all members of the College community. In the spirit of Jesus the Good Shepherd who **“did not come to be served but to serve”** (Mk 10:45) and who came **“that they may have life and live it to the full”** (Jn 10:10) our Wellbeing and Personal Responsibility Policy aims to **“look after the flock”** and **“keep all of it in view” (Ezekiel 34:11).**

In the spirit of loving service and support and in a welcoming atmosphere where no one feels alienated or isolated, we hope to provide a holistic education that will allow our students to develop their full potential. We aim to foster critical awareness, self-discipline and self-esteem, being conscious of the rights of each member of this Christian community, as they grow towards full personal responsibility and true freedom.

Underlying Principles

The Wellbeing and Personal Responsibility Policy of Penola Catholic College aims to help students work towards self-development from the basis of understanding, experiences and knowledge of their capacities, values and motivations.

The College follows the Restorative Justice philosophy, which underpins all our Pastoral Care policies and procedures. Restorative Practices embraces an approach that encompasses clear expectations, limits and consequences, responsibility and accountability for one's actions and a high degree of support and nurturing. We view quality relationships as pivotal to good teaching and learning, and that the relationship between the teacher, student and parent is paramount to positive change.

The underlying principles, on which the Wellbeing and Personal Responsibility Policy has its foundation, are based on the following understandings.

That All Members Of The College Community Will Be Valued As Individuals

- That there are clear and identified support structures for students and staff in managing Wellbeing and Discipline matters.
- That all members of the College community are clear about expected behaviours and consequences for inappropriate behaviours.
- That all members of the College community treat each other with dignity, compassion and respect for differences.

- That all members of the College community have a right and responsibility to contribute to the decision making process in appropriate areas.

All Members Of The College Community Have The Right To Be Treated Justly

- That all students have the right to learn and be taught.
- That all members of the College community have a right to a safe, clean and attractive environment.
- That all students have the right to a curriculum that is challenging, meaningful and appropriate.
- That all members of the College community have the right to have property respected.
- That all members of the College community have the right to be informed of College policies and procedures.
- That all students have the right to clear work expectations stated and to be informed regularly about their progress.

Guidelines For Action:

In enacting this Policy the following should be taken into consideration:

- Any discipline action should involve consideration of the welfare of all parties involved.
- Safety of all members of the College community is a paramount consideration.
- Consequences should be as immediate as possible, relevant to the breach of College rules and restorative in nature.
- Consequences should not be merely punitive, educative as well.
- Information regarding Wellbeing and Discipline matters will be distributed on a need to know basis. Confidentiality should be respected by all concerned.
- When staff members feel the need for managing a Wellbeing and Discipline matter, they should confer with appropriate personnel (e.g. year Level Coordinator, Head of Campus, Student Services Coordinator, Deputy Principal, Pastoral Care)
- As a general rule, parents will be involved in matters of wellbeing and discipline concerning their child.
- Where support needed is beyond the resources of the College, students and their families will be referred to outside agencies.
- Staff will recognise positive student contributions to the College community, and where appropriate find public forums to acknowledge these.
- Accurate and confidential records of all individual Wellbeing and Discipline matters will be maintained by relevant personnel for the duration of their time at Penola Catholic College, and where appropriate staff will be asked to contribute to these records.
- In managing Wellbeing and Discipline matters, staff will follow the established Restorative Practices Student Management Procedure.

Structures, Policies And Programs

A wide range of College policies, operating structures and programs provide opportunities, encouragement, support and direction for students and staff in promoting wellbeing and discipline.

The College Mission and Values Statement articulate both the spirit and the direction of the total educational undertaking of the school.

The purpose of our Wellbeing and Personal Responsibility Policy is to create an environment in which young people come to acknowledge, reflect on and understand the value of being men and women of competence, conscience and compassion.

Policies that provide guidance concerning behaviour and procedures for student management include:

- College Rules
- Harassment Policy
- Equal Opportunity Policy
- Promotion / Review Policy and Procedure
- Homework Policy
- Uniform and Sun smart Policies

Structures that provide places of identification and belonging for students and opportunities for their participation include:

- Homeroom
- Year Level
- House
- Co-curricular Groups

Programs that offer students experiences of growth, challenge, achievement, support and affirmation include:

- Peer Support Program
- Leadership Preparation Program
- Retreats / Reflection Days
- Work Experience Program
- Co-Curricular Activities
- Seasons for Growth
- Year Level Pastoral Programs

Groups that support staff and students in promoting student wellbeing include:

- Teaching and Non-Teaching staff
- Student Services
- Year Level Teams
- College Board
- Penola Student Council
- Parents and Friends Association
- Vocational Education Services
- Past Collegians Association

Wellbeing Across The School

Resilience, autonomy, optimism and self-discipline are best promoted in an environment which provides, at all levels of the school's operations:

Positive personal relationships

High and realistic expectations

Consistent involvement and participation

Recognition of effort and achievement

Clear management and Restorative discipline procedures

College staff strive to ensure that each student regularly experiences these aspects of life as a valued member of the community at each of these five stages.

Stage 1: Where the student operates as an individual learner / participant

Stage 2: As a member of a Homeroom or Co-curricular group

Stage 3: As a member of a Year Level or House

Stage 4: As a member of a College Campus

Stage 5: As a member of the total College community

Some of the ways in which a student may experience these growth factors at each level are listed in the grid below.

HIGH, REALISTIC EXPECTATIONS

Stage 1

- Fully understood, clearly communicated, consistently enacted Classroom Rules.
- Promotion and maintenance of a stimulating and clean classroom environment.
- Culture of "doing one's best" clearly established.
- High standard of personal politeness taught and demanded.

Stage 2

- Code of communal behaviour and responsibility articulated and practised
- Awareness of regular and timely home / school communication.

Stage 3

- Year Level – based system of reward (e.g. STAR – Year 7)
- Success in Review Process
- Formal behaviour (Listening, Speaking, Applauding) in Year Level assemblies
- Student Leaders (Class Captains, PSC, House Captains) modelling responsible behaviour.

Stage 4

- Formality in Campus Assemblies
- Head of Campus – Parent Interviews
- Clear Campus rules

Stage 5

- Principal's statements in College / Campus assemblies, Newsletters, Parent Information
- Evenings.

INVOLVEMENT / PARTICIPATION

Stage 1

- Each student personally invited to participate in class discussions.
- Individual rights clarified and protected
- Teaching and practice of the process of mutual agreement.

Stage 2

- Class Meetings – taking responsibility within the Homeroom operations
- Co-curricular participation with records and reporting of involvement
- Availability of mentoring system for students as additional support.

Stage 3

- Music, Drama, Prayer performances for Year Level assemblies
- PSC, Class Captain and House Leadership opportunities
- Year Level Pastoral / Celebration events

Stage 4

- Campus Assembly – Student Leadership
 - Group Performances
 - Identification with wider student body

Stage 5

- College events – Opening Mass
 - House Athletics / Swimming
 - Mary MacKillop Day

RECOGNITION

Stage 1

- Teacher's personal approval, praise and rewards
- Affirmation through Report Comment
- Teacher informing parents and other staff of good behaviour / work

Stage 2

- Verbal acknowledgement before class / team of student's effort / achievement
- Group – wide rewards – fun activities

Stage 3

- Public recognition at House or Year Level Assembly
- Personal congratulation by Year Level Co-ordinator

Stage 4

- Award / affirmation at College Assembly
- Personal congratulation by Head of Campus

Stage 5

- Recognition through College Newsletter, Year Book, Merit Certificates, College Awards Night.

POSITIVE RELATIONSHIPS

Stage 1

- Experience of teaching style based on mutual respect, politeness, humour and encouraging comment.

Stage 2

- Emphasis on learning and practising social skills in Pastoral Program
- Daily experience of caring Homeroom teacher

Stage 3

- Year Level Co-ordinator teaching classes at the level
- Frequent contact through weekly morning assembly
- Year Level camps / retreats
- Year Level celebrations

Stage 4

- Information Nights – mixing of students, parents and staff
- Campus Assemblies – positive tone
- Campus reports in Newsletter

Stage 5

- Principal's attendance at
 - Parent and Friends functions
 - Student Retreats / Camps

MANAGEMENT/DISCIPLINE PROCEDURES

Stage 1

Involves the teacher dealing with the student by assisting him/her to acknowledge the College rule and take responsibility for the behaviour.

Strategies include:

- Discussion of the behaviour involving student acknowledgment of misbehaviour
- Warning/Apology/Verbal agreement to change
- Contact with parent
- Detention/Penalty task

Stage 2

Where the Homeroom teacher becomes involved because a student's behaviour is disturbing or becoming consistently inappropriate.

Strategies – as above, as well as:

- Drawing attention to the pattern of misbehaviour
- Discussion with parents emphasizing need for change

Stage 3

Is where the Year Level Co-ordinator is involved because there has been little response from the student or their behaviour puts other's learning or safety at risk. Year Level Co-ordinators may involve parents at this stage.

Strategies – As above, as well as:

- Classroom performance contract
- Student placed on Review
- Saturday detention

Stage 4

Is where the Head of Campus is involved because a student has persistently broken college rules or placed students' learning or safety in serious jeopardy.

Strategies – As above, as well as:

- In-house suspension from normal program
- Suspension from College
- Provisional Enrolment

Stage 5

Is where the Principal is involved because the student has resisted all the strategies of the process and is therefore at a point where his/her position at the College is put in question.

Policy Reviewed Date: 2012
Approved by the Board: 2012
To be Reviewed: 2015

Strategy – Principal issues a final warning.

Policy Reviewed Date: 2012
Approved by the Board: 2012
To be Reviewed: 2015

Student Wellbeing and Personal Responsibility

College rules are the means by which limits are set by the community so that rights can be protected and responsibility and accountability can be practised.

Rights, Responsibilities and Rules		
<p>RIGHT To be treated justly and valued as individuals.</p>	<p>RESPONSIBILITY To treat all members of the College Community fairly and with respect.</p>	<p>RULE Physical or verbal aggression is unacceptable.</p> <p>RULE Harassment is unacceptable</p>
<p>RIGHT To a curriculum which is challenging, meaningful and appropriate to individual and collective needs.</p>	<p>RESPONSIBILITY To take full advantage of learning opportunities provided.</p>	<p>RULE Deliberate or continuing disturbance in class is unacceptable.</p>
	<p>RESPONSIBILITY To be punctual to all classes and assemblies.</p>	<p>RULE Absence from a class without a legitimate reason is unacceptable.</p>
<p>RIGHT To a safe, clean attractive College environment.</p>	<p>RESPONSIBILITY To help maintain a safe clean and attractive College environment.</p>	<p>RULE Alcohol or illegal drugs brought onto our consumed on the College premises, or on College camps or excursions is unacceptable.</p>
		<p>RULE Chewing gum on the College premises is unacceptable.</p>
		<p>RULE Smoking on the College premises or whilst in uniform is unacceptable.</p>
<p>RIGHT To have all property respected.</p>	<p>RESPONSIBILITY To respect both personal and College property.</p>	<p>RULE Damage to College, staff, student or guests property is unacceptable</p>
	<p>RESPONSIBILITY To respect both personal and College property.</p>	<p>RULE Theft is unacceptable.</p>
<p>RIGHT To be informed of all appropriate College policies and procedures.</p>	<p>RESPONSIBILITY To be aware of and to follow College policies and procedures.</p>	<p>RULE Not wearing College uniform according to uniform guidelines is unacceptable.</p>

Stage 1

This is where the classroom teacher deals with the student directly about infringements of both non- negotiable College rules as well as those classroom rules determined by the teacher with the class at the beginning of semester. Classroom rules refer to such things as: participation and concentration in class, completion of set work, showing respect for others, allowing others to complete their work, not to touch equipment until told, no getting out of seats unless permitted, putting your hand up to ask and answer questions, etc. They will vary according to the class, subject, age, etc.

Strategies for responding to infringements could include the following responses:

- Discussion of the inappropriate behaviour.
- Giving a warning / reprimand
- Seeking an apology
- Negotiating a verbal agreement to change inappropriate behaviour.
- Confiscation of an offending item.
- Instruction to clean a specific area.
- Sending home a proforma about work requirements not completed
- Moving a student within the classroom

Stage 2

This is where the Homeroom teacher becomes involved. The students' behaviour is consistently inappropriate. Strategies could include all of stage 1 consequences as well as noting patterns of students' behaviour in all classes, discussions with student and teachers, seeking advice where appropriate, ringing parents re behaviour and absences from school / classes.

Stage 3

This is where the Year Level Coordinator becomes involved. There has been little or no response from the student to the endeavours of Stage 2. Strategies for supporting the teacher and student should be planned along flexible and educative lines. At this stage parents may be involved for interview and consultation. Strategies could include all of the above as well as placing the student on a classroom contract, or review, or in detention. A classroom contract is used to monitor a student's behaviour and / or academic progress over a short period of time, normally for no longer than two weeks to a maximum of one month. Parents may be contacted by the teaching staff regarding concern with students only after consultation with the appropriate YLC.

Stage 4

This is where the Head of Campus becomes involved. The student is persistently breaking non-negotiable rules and / or classroom rules or has committed a serious offence. Parents will be contacted. The situation may also require the involvement of the Principal. Strategies could include all of the above as well as instituting an in-house suspension as a short term measure as an alternative to normal suspension, suspension from the College, getting students to pay a sum of monies for damages inflicted in cases where the student is responsible for the damage, placing the student on a provisional enrolment, etc.

Stage 5

This is where a student is referred to the Principal. It means that the student has resisted all the strategies of the discipline process and is therefore at an end point. The Principal is required to consult with the Parish Priest of the student involved and would normally issue a final warning with a clear statement of what is required of the student for continued attendance. Failure to comply with these arrangements results in the student's removal from the College. The college will assist the student, where possible, to find another school placement.