



NOTRE DAME COLLEGE

STUDENT WELLBEING AND DISCIPLINE (SWAD)

POLICY & PROCEDURE

PHILOSOPHY OF STUDENT WELLBEING AND DISCIPLINE POLICY

Our student wellbeing and discipline policy is based upon Christian values and beliefs which are seen as just for the school community. It is defined by respect, compassion, reconciliation and justice which members of the school community have for each other. The policy facilitates opportunities for students to be affirmed in their dignity and worth and assists them to grow in the fullness of their potential - academic, spiritual, physical and psychological.

All our behaviour at any time is our best attempt to satisfy our needs, get what we want, and achieve balance in our life. We recognise the five basic needs as survival, love and belonging, power and self-importance, freedom, and fun and learning.

A responsible person is someone who can achieve their needs without interfering with other people achieving their needs. All our behaviour is a choice. We can choose more effective behaviours or alter our perceptions. The four components of behaviour are i) doing ii) thinking, iii) feeling, and iv) physiological. To affect change we need to focus on the doing (acting) aspect of our behaviour.

"I am the decisive element... my personal approach...creates the climate...I possess tremendous power to make life miserable or joyous. I can inspire, humour, and heal." (Ginott, 1972)

Preamble

This Student Wellbeing and Discipline Policy determines acceptable student behaviour and disciplinary measures that relate to the principles and values of the Christian vision of pastoral care. Corporal punishment is not permitted under any circumstances.

AIMS

- For this College to consistently apply a whole school model of wellbeing and discipline.
- For staff to provide leading and supportive management of students that is responsible in a way that acknowledges and protects the mutual rights of everyone in the school community.
- To encourage students to be self directed learners who love learning.
- To encourage students to act responsibly and develop the skills of problem solving and conflict resolution.
- To encourage students to help each other with a spirit of friendship and co-operation.

“THE QUALITY SCHOOL TEACHER”

Quality - anything that we experience that is consistently satisfying one or more basic needs (love, power, freedom, fun, survival).

Six conditions of quality school work:

- 1) There must be a warm, supportive classroom environment.
- 2) Students should only be asked to do useful work.
- 3) Students are always asked to do the best they can do.
- 4) Students are asked to evaluate their own work and improve it.
- 5) Quality work always feels good.
- 6) Quality work is never destructive.

Practices which promote a Quality School.

1) *Relationship with Students*

Offer positive comments (private encouragement). Affirm disruptive students when they are on track.

Talk, don't YELL.

Avoid power plays and arguments.

Follow up your own problems.

Emphasise that behaviour is a choice and is owned by the student.

Act in a way to intentionally minimize embarrassment, undue confrontation and hostility.

Be consistent and calm.

INCORPORATE STUDENT MANAGEMENT as part of your lesson plan.

Anticipate problems and rehearse your response.

Be aware that we get what we expect.

Maximize positive behaviour with frequent encouragement.

Teach positive behaviour.

Model positive behaviour.

2) *Support for Staff*

Support groups for teachers (eg “This works for me”).

A whole school recognition that behaviour problems are best dealt with from a shared perspective (problem solving approach, not a blame approach).

Recognition that significant behaviour problems need a team approach.

Provision of a framework for structural and emotional support for the class teacher.

Peer support is fundamental to staff well-being.

3) *Access to Curriculum to Satisfy Needs*

Co-operative learning styles.

Give choice/freedom in your subject.

Interesting, active, varied lessons.

Self evaluation of student work.

Allow differing levels of achievement.

Expect quality work from all students.

State “why” you need to study this particular work. Is it relevant?

Usefulness of work: Relative to a life skill, the “real” world, to news, or interests.

DEVELOPING A POSITIVE CLASSROOM

1) Establishment Phase

Establish fair, positive, enforceable class rules owned by discussion and clarification with students. Publish these.

Visual posters.

Establish a framework for teaching and learning. (Establish routines)

Have a clear understanding and practice of rights, rules and responsibilities.

Teachers need to TEACH responsibilities, even most basic. Eg. how to leave the classroom, "rule" for working noise.

Suggestion box in classroom.

Special class times.

Talk about quality and evaluation. What is quality?

Class meetings. (Planning, evaluating, rights, responsibilities - What works well? What has not worked? How can we improve?)

2) Building Quality Relationships

Make initial contacts positive - greetings. Give students the time of day, say "Hello Fred".

Reinforce positive/acceptable behaviour when it occurs.

Early intervention support for the student as this increases the likelihood of the learned behaviours being generalised.

Whole staff approach to creating a positive atmosphere.

More student run activities, eg assemblies.

Be fair, firm and consistent.

No put-downs or sarcasm.

Learn names as soon as possible.

Work at and increase opportunities to develop a rapport outside as well as inside the classroom.

Work at knowing some of the students' interests and hobbies.

3) Communication

Display, praise and encourage excellent work and behaviour.

Discern between the behaviour and the person.

Try to make the first contact of each lesson a positive one.

Develop strategies to focus on positives in different situations.

Be a good listener.

Give students your individual attention.

Show interest in student's input. Use their experience to help your lesson.

Communicate your own enthusiasm for your subject area.

4) Consequences

Consequences are the connection between a behaviour and an outcome. They should be related to our values in affirming our students, teaching them ownership and responsibility for their behaviour and keeping their self esteem intact. If successful they can result in win-win outcome.

- Consequences need to be related and reasonable to the misbehaviour (ie. logical) eg you drop a paper...you pick it up.
- They need to be applied with certainty by the teacher who witnessed and experienced the misbehaviour.

- They can be applied on the spot or deferred to a manageable time (depending on the best time for both parties to deal with it).
- Consequences should not be confused with punishment.
- Consequences can teach students about their own behaviour and how to be responsible. Consequences can affirm a student's self-esteem. Punishment will devalue a person's self-esteem, and damage the relationship between student and teacher.
- Consequences can be negotiated.
- Depending on the type of misdemeanour, if not too serious, often a teacher and student can negotiate a logical and just consequence that will repair and rebuild.
- Some consequences can be mapped out in advance (relevant to serious offences).

The key to success in the application of consequences is “**COLLEGIAL SUPPORT**” eg someone available and a recognised procedure to assist teachers when required.

5) ***Corporal Punishment***

The Catholic Education Commission of Victoria declares that corporal punishment is inappropriate within the Catholic school and must not be used.

OVERVIEW OF BEHAVIOUR MANAGEMENT

If a student is misbehaving the teacher should calmly and consistently attempt to correct the behaviour in the least intrusive manner.

<p style="text-align: center;">IN THE CASE OF INAPPROPRIATE BEHAVIOUR</p> <ul style="list-style-type: none">• Tactically ignore where appropriate• Confront the behaviour not the student• Give simple, brief direction to the student using please/thanks• Remind the student of the rule• Give the student a choice - put it away or on my desk• Ask questions - what are you doing? What should you be doing? Avoid why.• Redirect - don't get into an argument• Make your consequences clear, eg clean up, make up work, lunchtime detention etc - allow the student a choice, separate students• Often an after class chat may lead to an agreement• Suggest cool-off time may be required• Reflect on teaching strategies used which may be more appropriate

If misbehaviour continues then negotiation of an achievable classroom contract between teacher and student must occur.

The best outcome is if the teacher and student can resolve the problem themselves. The contract negotiated must be achievable and will require assistance and advice by the Pastoral Leader. This process may be enhanced by the involvement of a Counsellor or the Head of House who may act as a mediator.

At the conclusion of the negotiation, a classroom contract which reflects the negotiated/desired outcomes, must be completed by the teacher and the student. The Head of House will provide support at this stage and may make contact with parents regarding the problem.

If the Head of House finds a pattern of misbehaviour, the Head of House is to meet with the student with a view to establishing why the misbehaviour is occurring, the impact it is having and the resolution that is required. Parental contact is essential at this stage.

If the classroom contract is broken or if the misbehaviour continues and is a problem because of its frequency, intensity or danger the student may be withdrawn from classes until an achievable classroom contract is negotiated to the satisfaction of the teachers and student.

The student will be given the opportunity to complete a return to class contract. The student will have to consider.

- What did you do to get into trouble?
- What are you prepared to do to prevent it happening again?
- How can the school and your parents help you achieve this?

This will be managed by the Head of House in consultation with parents and classroom teachers. Copies of the contract are to be distributed to the student, teacher, homeroom teacher, class teacher and parent.

An individual management plan will be devised for the student. It may involve formal counselling and establishment of a support group.

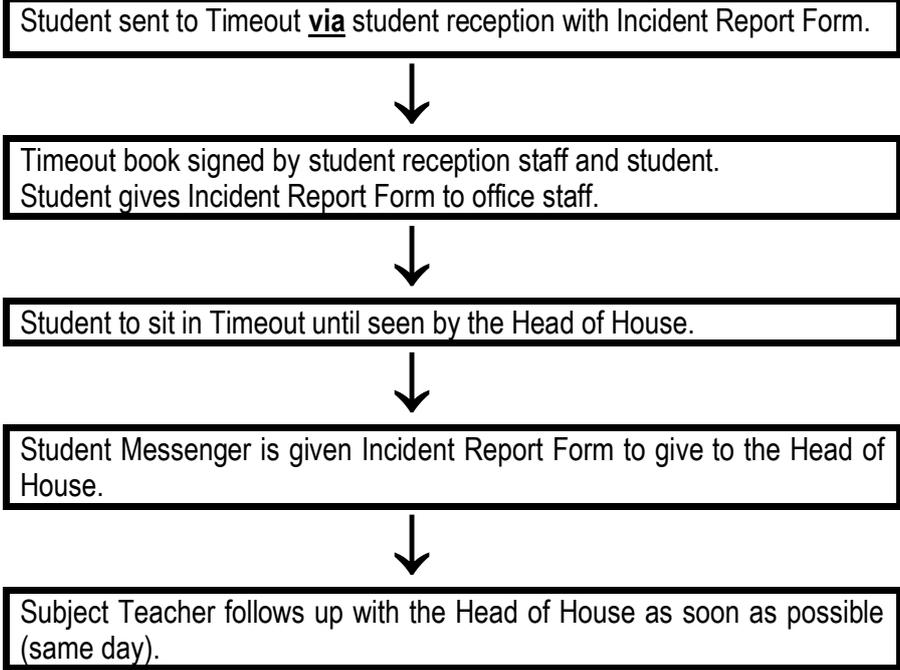
STUDENTS HAVE A RESPONSIBILITY IN CLASS TO:	APPROPRIATE CONSEQUENCES
1) Be on time and attend all classes.	Restate rule. CONSEQUENCES: Eg. Student may be asked to catch up on missed work at a later time. In cases of repeated lateness follow Overview of Behaviour Management. Eg. Use study planner to inform parents.
2) Bring all required equipment and materials to class. Students should not need to use lockers during or between classes. Students should only go to lockers before homeroom, at recess, lunchtime and after Period 6.	Restate rule. CONSEQUENCES: Eg. Student will be given paper and pen. Work will be expected to be copied/pasted into workbook that night.
3) Respect the rights of others to learn. Work quietly and effectively without calling out and disrupting others.	Restate rule. Eg "In our classroom we put our hand up to ask a question" Encourage and reward correct behaviour. CONSEQUENCE: Eg. Give student a choice eg. If you cannot work quietly you will sit elsewhere. (Plan alternative location)
4) Complete set class work.	Restate rule. CONSEQUENCE: Student may be asked to complete work at another time. Plan when this will occur.
5) Listen to and follow instructions.	Restate rule. CONSEQUENCE: Student may be asked to move and may be asked to catch up on the work missed at a later stage.
6) Care for the school environment including equipment and buildings.	Restate rule. CONSEQUENCE: Student may be asked to perform work to replace or clean property. Plan when this will occur.
7) Obtain permission before using belongings "owned by others".	Restate rule. CONSEQUENCE: Student may be asked to replace item. (Have spare equipment at teacher desk Eg ruler).
8) Act in a safe and orderly manner.	Restate rule. CONSEQUENCE: Student may be excused from activities and set other work.
9) Be polite and considerate in dealing with others.	Restate rule. CONSEQUENCE: Discuss the behaviour after class with possible positive action that can be performed for the affected student.
10) Wear correct uniform.	Restate rule. CONSEQUENCE: Note in Study Planner. Check out if on uniform list. Inform PGL if student is not on list.
11) Ask permission to leave the classroom. Note in the diary for reason student has to leave class.	Restate rule. CONSEQUENCE: Work/time missed from class may be made up at a later time. Follow up with student at a later stage.
12) Eating and drinking in classrooms is not permitted.	Restate rule. CONSEQUENCE: Give student a choice of consequence If behaviour happens again. Eg. Cleaning of room in lunchtime.

Note: Other responsibilities and consequences may be relevant to specific subject areas.

COLUMN 1 IN CASE OF MINOR INAPPROPRIATE BEHAVIOUR	COLUMN 2 REPEAT OF INAPPROPRIATE BEHAVIOUR	COLUMN 3 RE-OCCURRING INAPPROPRIATE BEHAVIOUR	COLUMN 4A ISOLATED INAPPROPRIATE BEHAVIOUR	COLUMN 4B SERIOUS INAPPROPRIATE BEHAVIOUR
<ul style="list-style-type: none"> Tactical Ignoring when appropriate Restate the rule Defuse the situation, appropriate behaviour will be expected... On task reminder Debrief with students Turn to joke Friendly chat Lighten the moment Reconciliation Forgiveness Student centred consequence – negotiation with student 	<ul style="list-style-type: none"> Restate rule - give student a choice to follow rule or logical consequence. Implement consequence if behaviour continues. Give student a choice in relation to their behaviour. Separate students. Discuss behaviour after class or at a later time. Inform Pastoral Group Leader at this point. Use of planner, parents notified via planner. Use of planning sheet for making better choices in consultation with teacher and consult with Pastoral Group Leader for advice. Inform and consult with Head of House/Head of Year 9 Programme. Parent may be notified. "Cool off" time. In-house suspension Student Behaviour Report in consultation with Head of House/Head of Year 9 Programme. Parents to be notified. School Counsellor to be involved. Support person. 	<ul style="list-style-type: none"> Students sent to <i>time-out</i> (until seen by Head of House/Head of Year 9 Programme via <i>Incident Report Pro-forma</i>. Head of House/Head of Year 9 Programme to notify parents via letter. Subject teacher follows up with Head of House/Head of Year 9 Programme as soon as possible (same day) → Consequences negotiated. Student sent to <i>time out</i> (for second time) <p>Notify Head of House/Head of Year 9 Programme via <i>Incident Report Pro-forma</i>.</p> <p>Head of House/Head of Year 9 Programme (in consultation with the Deputy Principals) to negotiate students return to class</p> <p>Where deemed appropriate by the Head of House/Head of Year 9 Programme a student may be excluded from the College. The parents of the student will be contacted and a Student Wellbeing and Discipline Meeting be convened.</p>	<p>Notify Head of House/Head of Year 9 Programme via <i>Incident Report Pro-forma</i>. Head of House/Head of Year 9 Programme to notify parents via letter. Subject teacher follows up with Head of House/Head of Year 9 Programme as soon as possible (same day) → Consequences negotiated.</p> <p>Where deemed appropriate by the Head of House/Head of Year 9 Programme a student may be excluded from the College. The parents of the student will be contacted and a Student Wellbeing and Discipline Meeting be convened.</p>	<ul style="list-style-type: none"> Student immediately sent to <i>time-out</i>. Notify Head of House/Head of Year 9 Programme via <i>Incident Report Pro-forma</i>. <p>Head of House/Head of Year 9 Programme to re negotiate return to class <i>with Subject Teacher, Parents and Student</i>.</p> <p>Where deemed appropriate by the Head of House/Head of Year 9 Programme a student may be excluded from the College. The parents of the student will be contacted and a Student Wellbeing and Discipline Meeting be convened.</p>

It is recommended that the Pastoral Group Leader be consulted in relation to a student's behaviour throughout the process.

PROCEDURES FOR TIMEOUT



INCIDENT REPORT FORM

Please tick the appropriate box: Column 3 Column 4a Column 4b

URGENT & IMPORTANT: Please complete this Pro-forma and place in the Head of House pigeonhole as soon as possible after the incident has occurred. It is your responsibility to follow up with the Head of House on the day the incident occurs

REPORTING TEACHER'S NAME: _____ Date: _____ Time: _____

INCIDENT LOCATION: _____

STUDENT/s INVOLVED: _____ Pastoral Group: _____

OUTLINE OF INCIDENT: _____

TEACHER'S SIGNATURE: _____



INCIDENT REPORT FORM

Knight St and Year 9

Student _____ House _____ Pastoral Group _____

Teacher _____ Date _____ Time _____

A Have I used the strategies outlined in Column 1 and 2 before sending student to Time Out? Yes No

If NO, please give reasons: _____

B Please tick the appropriate box: Column 3 Column 4A Column 4B

C Incident –

<input type="checkbox"/>	Deliberate Harassment	<input type="checkbox"/>	Theft
<input type="checkbox"/>	Fighting or Physical Violence	<input type="checkbox"/>	Challenging a Teacher's Authority
<input type="checkbox"/>	Vandalism	<input type="checkbox"/>	Bullying
<input type="checkbox"/>	Truancy	<input type="checkbox"/>	Drug Related
<input type="checkbox"/>	Offensive and/or Abusive Language	<input type="checkbox"/>	No Out of Uniform Pass

Other: _____

Student Signature: _____ Teacher's Signature: _____

Head of House / Director of Year 9 Signature: _____

PLEASE SEND STUDENT TO STUDENT RECEPTION WITH THIS INCIDENT REPORT SHEET

(students without Incident Report sheets will be returned to class)