

Delany College Granville

Dignity and Wellbeing Policy



Reviewed August 2018

Dignity and Wellbeing Policy

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Introduction

Delany College, Granville is a coeducational Catholic school that strives to promote excellence and innovation amongst staff and students.

The College's Dignity and Wellbeing Policy is aimed towards developing the student holistically and embodying the 4C's communication, critical thinking, creativity and collaboration. The policy is grounded within the context of a Patrician Catholic School, and the gospel values of Justice, Love, Service and Hope.

The Breastplate of St Patrick

Christ with me, Christ before me,
Christ behind me, Christ in me,
Christ beneath me, Christ above me,
Christ on my right hand, Christ on my left,
Christ where I lie, Christ where I sit,
Christ where I arise.
Christ in the heart of everyone who thinks of me,
Christ in the mouth of everyone who speaks to me.
Christ in every eye that sees me,
Christ in every ear that hears me.
Salvation is of the Lord,
Salvation is of Christ,
May your salvation, O Lord, be ever with us.
Amen

The "Breastplate of St Patrick" proclaims that Christ is present in all people and in all creation. This is the basis of all our actions and attitudes. With this in mind, we take the person of Jesus as our model in our relationship with all people. It is, therefore, essential that Delany College is a community that promotes the resolution of conflict and the restoration of relationships between those community members.

Rationale

At Delany College, we are committed to the development of the whole person for all our students. This commitment is firmly grounded in the principles of justice, self discipline and reconciliation and it acknowledges that any action which lowers the dignity of the person is inappropriate.

Dignity & Wellbeing at Delany College is underpinned by the Restorative practice approach. This approach has a commitment to inclusiveness so that every attempt is made to reintegrate all students into the community. It is a commitment to a high degree of discipline with clear limits and

consequences coupled with a high degree of support and care. Restorative measures assist students to learn from their mistakes, reconcile their differences and resolve problems with others.

At Delany we work from the premise that education is a collaborative process that involves the student, the teacher and the parent or guardian, and that all parties have responsibilities in the process.

Understanding of Enrolment

In accepting an offer of enrolment at Delany College, parents and their children agree to participate actively in the life of the school and to work together to build a community in which the best possible education is offered. The Statement of Enrolment Understanding and (included in the College diary) provides an outline of the College's expectations and the conditions under which each student is enrolled.

Statement on Corporal Punishment

Corporal punishment is never to be used by any teacher as a consequence for misbehaviour at Delany College. This is a child protection issue and is supported by CEDP Policy.

Furthermore, the College explicitly denounces the use of corporal punishment by non-school personnel, including parents, to enforce the Dignity and Wellbeing policy of the College.

Dignity and wellbeing

Wellbeing refers to students' physical, social and emotional wellbeing and development. Evidence suggests that these elements are integral rather than incidental to learning. Learner will find it difficult to engage with learning programs if they are distracted by significant physical, social and emotional issues.

Staff play an important role in fostering engagement and wellbeing so that students are able to achieve their best and enjoy their educational experience (*DECS Statement of Directors 2005–2010*, p. 8 in the Working Paper South Australia, Dept of Education and Children's Services, 2005, p. 3).

The Adelaide Declaration on National Goals for Schooling in Australia in the Twenty First Century (*MCEETYA*, 2000) states:

Schooling provides a foundation for young Australians' intellectual, physical, social, moral, spiritual and aesthetic development. By providing a supportive and nurturing environment, school contributes to the development of students' sense of self worth, enthusiasm for learning and optimism for the future (p. 1).

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Student rights and responsibilities	
You have the right to:	You have a responsibility to:
feel happy and safe at school.	<ul style="list-style-type: none"> ➤ behave safely. ➤ respect the property of others and of the College. ➤ wear the uniform correctly and with pride at all times. ➤ keep the school environment clean and tidy. ➤ speak up, in an appropriate manner, when you know there are issues that affect your well-being or that of another student. ➤ refrain from using illegal substances or dangerous items.
be respected as a person: being treated with dignity and accepted as an individual.	<ul style="list-style-type: none"> ➤ treat other people with respect. ➤ listen to others and include them in activities. ➤ report any bullying incidents.
a quality education.	<ul style="list-style-type: none"> ➤ attend school. ➤ be punctual and prepared for classes. ➤ complete set work to the best of your ability. ➤ allow others to work without distraction. ➤ listen to advice and follow directions. ➤ use technology appropriately, with the intention of learning.
a just and honest environment	<ul style="list-style-type: none"> ➤ involve yourself in all aspects of College life. ➤ show stewardship for the environment. ➤ know and promote Delany College values.

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Learning expectations of students

The following list provides a set, although not exhaustive, of the learning behaviour expectations of Delany College students:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Arrive to class on time • Work with diligence • Focus on your work • Be polite and considerate to others • Open the College diary at the day's page • Follow reasonable requests • Use technology effectively and for learning purposes | <ul style="list-style-type: none"> • Complete all homework • Participate actively and constructively • Bring all required equipment • Treat learning spaces respectfully • Respect the property of the school and of other students • Attempt to solve problems in collaboration with others • Do your best at all times |
|---|--|

Teaching expectations of staff

The following list provides a set, although not exhaustive, of the expectations students will have of teaching staff at Delany College:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Arrive to class on time • Work with diligence • Refer to the Dignity and Wellbeing Framework to set high student expectations, facilitate learning and respond to classroom behaviours (positive and otherwise) • Provide constructive and timely feedback on submitted work • Be polite and considerate to others • Use technology effectively and for learning purposes | <ul style="list-style-type: none"> • Issue reasonable requests • Provide student learning opportunities that are strongly grounded in, and designed to further develop the 4Cs and the Learning Wheel • Encourage student participation and voice • Be respectful stewards of learning spaces • Respect students' property • Attempt to solve problems in collaboration with students and team members • Do your best at all times |
|--|--|

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The Leadership pathway - diagram

Delany Leadership Pathway



Leadership pathway - description

The Delany Leadership pathway maps a progression of increasing performance and responsibility from Year 7 to Year 12. Students who wish to be considered for senior leadership roles in year 12 must show a history of consistent progression through this pathway. It is our hope that most students, by the time they reach Year 12, will be eligible for leadership positions.

A complete description of this section is provided in the [Leadership Pathway document](#).

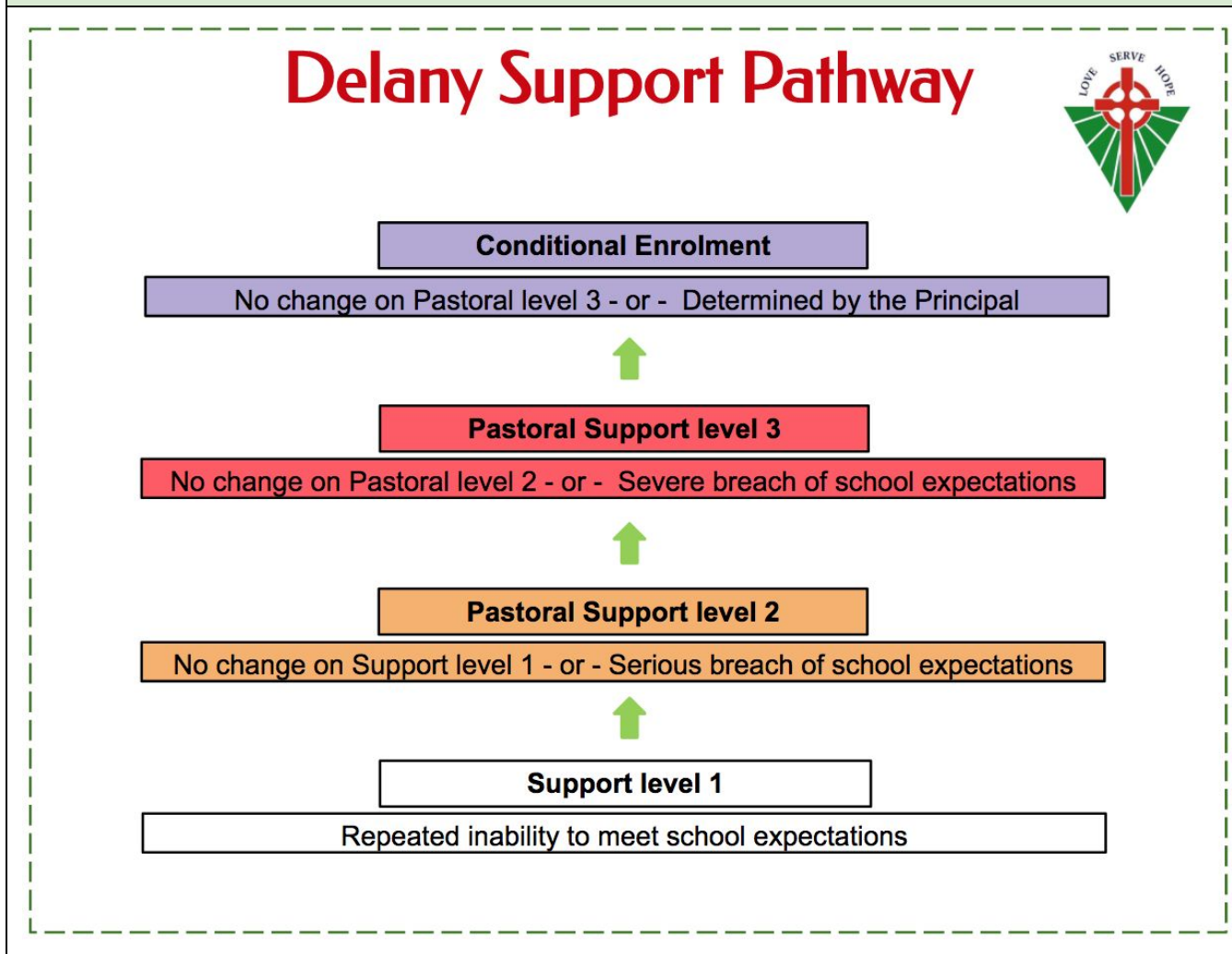
Merits

Students can earn merits from teachers and other staff for a range of achievements, behaviour, effort, leadership and community service. These will be recorded in the student diary.

Bronze Award
Once a student has earned ten merits they are eligible for a Bronze Award. This will be issued by the Student Learning Leader. At the completion of this process a student will be presented with a College Bronze pin which is awarded at a School Assembly.
Silver Award
It is envisaged that students in years 8, 9 and 10 would be accumulating sufficient merit awards to move to a Silver award. Once a student has earned ten Bronze Awards, he/she is eligible to begin the Silver Award process. Further, the student will work with their Student Learning Leader to complete and record 10 hours of service within or outside the Delany school community. An application for a Silver award must be accompanied by teacher recommendations.
Gold Award
It is envisaged that students in years 10 and 11 would be approaching sufficient awards to move to a Gold award. Once a student has earned a Silver Award he/she is eligible to begin the Gold Award process. To achieve this the student will work with their Student Learning Leader to complete and record 10 hours of service within and 10 hours of service outside the Delany school community. An application for a Gold award must be accompanied by teacher recommendations.

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The support pathway - diagram



Support pathway - description

The purpose of the Support pathway is to encourage students to be engaged and effective learners. Students who are enthusiastic and curious learners, and focused and respectful participants, will be successful in all aspects of their schooling.

It is acknowledged that for a variety of reasons some students find it difficult to meet Delany College's learning expectations. This pathway offers support for those students.

The following framework is a guide to decision-making for school staff. It will be interpreted with professional judgment and discernment in consultation with the Principal and Assistant Principal.

Support level 1

This is initiated by the Mentor teacher in consultation with the Student Learning Leader

Reasons for being placed on this level:

- teachers have indicated areas of concern regarding behaviour, application or attitude and no improvement has occurred
- specific situations such as:
 - the receipt of a number of notes in the student's diary
 - persistent failure to complete work
 - bullying
 - breaking the hands-off policy
 - serious breach of ICT policies, including sending of inappropriate content
- defiance towards any member of staff
- other reasons agreed between Student Learning or School Learning leaders
- the duration of the level 1 card will be determined by the Student Learning Leader

Supporting students on this level:

- Student is placed on a paper-copy White Wellbeing Reflection Card which will identify and list specific goals of behaviour on which feedback will be provided by teachers
- the student's parents are informed through a Level One Student Management letter and a phone call from the Mentor teacher
- the Mentor teacher conducts a daily check of and discussion about the feedback on the Wellbeing card
- parent(s) should sign the card each night
- the mentor teacher is required to inform the Student Learning Leader if the Card is lost or not carried by the student
- the Mentor teacher should flag the student with the Student Learning Leader if feedback is more negative than positive
- the Student Learning Leader should meet with the student once each week (as a minimum) to review the feedback on the Wellbeing card
- the student will cease to be on Support Level 1 based on satisfactory feedback, or at the discretion of the Student Learning leader
- Restorative meeting between either mentor or Student Learning leader, parent(s) and student
- Internal school suspension in serious circumstances

The student is responsible for managing and retaining this card. A lost card can be replaced once at the StLL's discretion. The student will move to Level 2 for repeated loss or destruction of the card.

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Pastoral support level 2

This is initiated by the Student Learning Leader in consultation with the Assistant Principal

Reasons for being placed on this level:

- no improvement in behaviour, application or attitude after the level 1 Wellbeing Reflection card for the assigned number of weeks
- the student continues to ignore the rights of other people in the school or has repeatedly not shown interest in looking after his or her own education
- the duration of the level 2 card will be two weeks with discretion provided to the Student Learning Leader

Supporting students on this level:

- Student is placed on an electronic amber Wellbeing Reflection Card which will identify and list specific goals of behaviour on which feedback will be provided by teachers
- the student's parents are informed through a Level Two Student Management letter and a phone call from the Student Learning leader
- the Mentor teacher conducts a daily check of and discussion about the feedback on the Wellbeing card
- the Mentor teacher should flag the student with the Student Learning leader if feedback is more negative than positive
- the Student Learning leader will meet with the student once each week (as a minimum) to review the feedback on the Wellbeing card
- the Student Learning leader will call parent(s) at the conclusion of each week to discuss the feedback on the Wellbeing card
- the Student Learning Leader will meet with parent(s) at the conclusion of two weeks to discuss the feedback on the Wellbeing card
- the student will revert to a Level 1 card based on satisfactory feedback, or at the discretion of the Student Learning leader
- Restorative meeting between either mentor or Student Learning leader, parent(s) and student
- Referral to CEDP Student Services where necessary
- Internal school suspension in serious circumstances

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Pastoral support level 3

This is initiated by the Assistant Principal in consultation with the Principal

Reasons for being placed on a this level:

- no improvement in behaviour, application or attitude after the completion of a Level Two Wellbeing Reflection card
- the culmination of a series of previous unsuccessful attempts to improve the application and/or behaviour of the student
- any other reason deemed justifiable by the Principal
- the duration of the level 3 card will be three weeks with discretion provided to the Assistant Principal

Supporting students on a conditional enrolment:

- Student is placed on an electronic Red Wellbeing Reflection Card which will identify and list specific goals of behaviour on which feedback will be provided by teachers
- the student's parents are informed through a Level Three Student Management letter and a phone call from the Principal or Assistant Principal
- the Mentor teacher conducts a daily check of and discussion about the feedback on the Wellbeing card
- the Mentor teacher should flag the student with the Assistant Principal if feedback is more negative than positive
- the Assistant Principal will meet with the student once each week (as a minimum) to review the feedback on the Wellbeing card
- the Assistant Principal will call parent(s) at the conclusion of each week to discuss the feedback on the Wellbeing card
- the Assistant Principal will meet with parent(s) at the conclusion of two weeks to discuss the feedback on the Wellbeing card
- the student will revert to a Level 2 card based on satisfactory feedback, or at the discretion of the Assistant Principal
- Restorative meeting between either Principal or Assistant Principal, parent(s) and student
- Referral to CEDP Student Services where necessary
- Internal school suspension in serious circumstances
- a Progress Report will be generated at the end of the Term and/or just prior to the expiry of the Level 3 card and a decision made regarding continuing enrolment
- Investigate the possibility of an external adult mentor to meet and work with the student

Conditional enrolment

This is initiated by the Principal.

Reasons for being placed on a this level:

- no improvement in behaviour, application or attitude after the completion of a Level Three Wellbeing Reflection card
- concern about the suitability of a student returning to the College
- any other reason deemed justifiable by the Principal

Supporting students on a conditional enrolment:

- Student is placed on an electronic Purple Wellbeing Reflection Card which will identify and list specific goals of behaviour on which feedback will be provided by teachers
- the student's parents are informed through a Notification of Conditional Enrolment letter and a phone call from the Principal or Assistant Principal
- the Assistant Principal conducts a daily check of and discussion about the feedback on the Wellbeing card
- the Principal will meet with the student once each week (as a minimum) to review the feedback on the Wellbeing card
- the Principal will call parent(s) at the conclusion of each week to discuss the feedback on the Wellbeing card
- the Principal will meet with parent(s) at the conclusion of two weeks to discuss the feedback on the Wellbeing card
- the student will revert to a Level 3 card after two weeks of satisfactory feedback, or at the discretion of the Assistant Principal
- Restorative meeting between either Principal or Assistant Principal, parent(s) and student
- Referral to CEDP Student Services where necessary
- a Progress Report will be generated at the end of the Term and/or just prior to the expiry of the Conditional Enrolment and a decision made regarding continuing enrolment

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Delany Community Code of Conduct

Teachers at Delany College are expected to and have responsibility to lead, guide and encourage students to examine their behaviour and take ownership of it.

Teachers, at all times, are expected to promote students' self-discipline, self-esteem, respect for each other's rights and reverence for the God present among them.

This Code of Conduct outlines, although not exhaustively, the manner in which all members of the Delany community should conduct themselves in and out of the classroom.

Learning

To create an environment in which students and staff can be most effective

- We will be prepared for class, bring necessary equipment and complete learning preparation as requested.
- We will be on time.
- We will not hinder the right to teach and learn.
- We will show effort at all times.

Image and Presentation

To uphold the College's presence and reputation in the community

- We will adhere to dress and grooming requirements.
- We will not bring the College's name into disrepute by our actions or words.

Movement

To ensure the efficient running of the College and effective use of learning time

- We will be prepared to enter classes promptly and in the designated areas.
- We will walk, not run inside the buildings and in areas such as verandas, corridors and walkways and in other places where it could be dangerous.
- We will not be "out of bounds".
- We will behave sensibly and responsibly when travelling within, to and from College and also at College functions.

Communication

To promote the dignity of each person

- We will speak at appropriate times, respectfully, and respond appropriately to other.
- We will use positive language. This means that swearing, put-downs and aggressive behaviour or language will not be tolerated.

- We will minimise disruptive noise in class, around the College and on transport.
- We will show reverence during times of prayer and in sacred places.
- We will display good manners at all times.

Safety and health

To ensure the safety and health of ourselves and others

- We will not have in our possession or use: cigarettes, alcohol or other illegal drugs at College, whilst travelling to or from College, at College functions or wearing College uniform.
- We will not have in our possession or use weapons or other dangerous items.
- We will not engage in dangerous behaviour.
- We will observe the safety rules specific to each subject area.

Care for the College grounds

To demonstrate respect for and care of our College grounds

- We will keep the College neat and tidy.
- We will not damage, misuse or steal College property, or that of others.
- We will show care for furniture and property by not chewing gum, and not engaging in graffiti or other acts of vandalism.

Attendance

To maximise the learning opportunities at the College

- We will attend all classes
- We will be on time to all classes
- We will attend at school on every possible day

Information Technology

To get the greatest benefit out of technology

- We will use ICT in a constructive way and under the guidelines of the ICT Policy.

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Restorative Justice principles

In accepting an offer of enrolment at Delany College, parents and their children agree to participate actively in the life of the school and to work together to build a community in which the best possible education is offered. The Statement of Enrolment Understanding and (included in the College diary) provides an outline of the College's expectations and the conditions under which each student is enrolled.

Restorative practices

1. **Foster awareness in the student** of how others have been affected.
2. **Avoid scolding or lecturing.**
This often results in the student reacting defensively. It distracts them from noticing other people's feelings.
3. **Involve the student actively.**
Instead of punishment, which the student is expected to accept passively, in a Restorative intervention the student is asked to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm, and make a commitment to this. The student is held accountable.
4. **Accept ambiguity.**
Often fault is unclear and people can agree to accept the ambiguous situation.
5. **Separate the deed from the doer.**
We can recognise a student's worth, their virtues and accomplishments, while disapproving of their wrongdoing.
6. **See every serious instance of wrongdoing and conflict as an opportunity for learning.**
Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.
7. **Restorative practices must be systemic, not situational.**
Every attempt on an individual level to use these principles needs to be well supported by the broader system. How can the system be transformed in ways likely to minimise the chance of further harm?

Marist Youth Care 2009

Restorative focus areas

1. Focus on the specific behaviours or incidents without blaming.
2. Draw out who was affected and how they were affected.

3. Direct questions toward the problem. Identify what needs to happen to make things right.

Affective questions

1. What happened?
2. How did it happen?
3. How did you act in this incident?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

Adapted from Real Justice 2002

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Policies

[Leadership Pathway document](#)

[College Uniform policy](#)

[Enrolment Policy](#)

[Homework Policy](#)

[Beyond Bullying Policy](#)

ICT Policy - WIP

Procedures

FURTHER CLARIFICATION OF PROCEDURES:

Students sent from the classroom

Classroom teachers are the first point of student management, and the sending of students from the class should be avoided wherever possible.

Students may be placed outside the room in full view of the teacher for an immediate "cooling off" period of no more than five minutes (this is a duty of care issue).

There may be situations where a confrontation needs to be defused or the student has repeatedly ignored instructions, a serious incident has occurred or the student has been defiant. A student, who is not involved, can be sent to the Student Learning or School Learning leader to find out if they are available to receive the student. If so the student can be sent, accompanied by a second student, to the leader.

A student can be sent to the Assistant Principal, following the same procedure, when the situation is serious.

Under no circumstance can a student be sent from the classroom if unaccompanied. The duty of care remains with the classroom teacher at all times until the student has met the leader.

Defiance

Defiance is a behaviour in which a person refuses to follow reasonable instructions or requests.

Any student who says NO or refuses a reasonable request such as

- refusing to give a teacher their diary
- refusing to move after being asked to do so in class
- refusing to pick up litter when requested etc.
- refusing to put away phones/iPads/laptops etc

should be taken through the three-step defiance procedure:

1. Say to the student, "You understand that you have been asked to follow a reasonable instruction. I will re-ask you in one minute."
2. Say to the student, "You are being asked a second time to follow a reasonable instruction. Refusal to cooperate will be treated as defiance. I will re-ask you in one more minute."
3. Say to the student, "You are now choosing to be defiant. If you will not do what you have been asked you will be removed from class."

If the student remains defiant follow the *Students sent from the classroom* procedure. Document this incident in Compass.

Uniform

The mentor teacher must enter a note in the "Out of Uniform" section of a student's diary if they are out of uniform. An entry should also be made into Compass using the "Uniform" chronicle. Where an unexplained infringement occurs the Student Learning leader will be notified and the student given lunchtime cleaning duty.

Student Diary

A student who does not have their Student Diary should be given a Replacement Slip by the mentor teacher. An entry should also be made into Compass using the "Uniform - no diary" entry. Where three infringements occur the Student Learning leader will be notified and the student given lunchtime cleaning duty.

Confiscation of Student Property

A student will not have their property confiscated unless it is a banned item (such as chewing gum, energy drinks, etc) or staff are required to do so by law (eg. weapon). All banned items are to be taken to Student Services by a teacher ONLY.

Also see the IT Policy for policy regarding confiscation of devices including laptop computers, mobile phones, ipads, etc. In short, IT devices should not be confiscated.

Bag Duties

A bag duty describes the situation where a student is required to fill a bag with rubbish as a consequence of poor or inappropriate decisions in the classroom, yard, or outside the school when in College uniform.

The teacher, after adequate warnings, can issue a bag duty per lesson to be filled with rubbish during recess or lunchtime. **It is the issuing teacher's responsibility to check that this bag duty has been completed.**

If a student consistently fails to meet teacher's expectations within the classroom, the teacher calls for the Student Diary to be placed on the teacher's desk. The teacher then records a bag duty to be completed and places their signature next to the record *e.g. Learning Prep not completed and teacher name printed neatly*, and records this bag duty into Compass to enable follow-up.

The student then presents to any teacher on playground duty and hands over their Student Diary. The teacher issues the appropriate bag and designates the area to be cleaned up.

When students have filled the bags they return to the teacher with the filled bag and ask for their Student Diary to be signed. The student then tips the rubbish in the nearest bin. The teacher should then sign and date the Student Diary. The teacher who issued the original bag duty must follow up and enter this completion into their chronicle or class records.

A teacher must not issue a student a subsequent bag duty unless they have sighted the student's diary and confirmed that any previous duty has been completed. If not, it is that teacher's responsibility to have the student undertake a different consequence.

Please note:

- No teacher is to issue more than 1 bag per student per lesson.
- Teacher issuing bag is responsible to follow this up.
- StLLs are to monitor the number of bags a student is issued and challenge class teachers if the bag duty has not been monitored/completed.

Teacher Detentions

Any teacher can use a lunchtime detention. Details of the detention should be recorded in the student's diary and the teacher should update Compass with an appropriate record. The teacher placing a student on a detention is responsible for the supervision of the student and the task that the student must carry out during the detention.

Students on lunchtime detention should have a minimum of **15 minutes** for lunch and the opportunity to go to the toilet. **There is to be no detention at Recess.**

Examples of duties for a teacher's lunchtime detention:

- Extra work
- Tidying rooms and cleaning desk surfaces
- Removal of graffiti

Hands off Policy

Delany College provides a school environment which is safe and secure while students are on school premises. To ensure this environment a "hands off policy" exists.

Students have a responsibility to avoid all forms of physical contact including but not limited to:

- having inappropriate physical contact with another student i.e. holding hands, hugging, kissing; deliberate pushing, shoving, rumbling or fighting
- stealing, vandalising or defacing any other student's property or College property.

If a student is found to be in breach of this policy the teacher should take immediate action by speaking to the student(s). If the breach of this policy is minor, students will be issued with a warning or detention by the teacher. In the event the breach of the policy is serious students will be isolated

whilst an investigation occurs, parents will be contacted and be required to attend an interview with the Student Learning leader, Assistant Principal and/or Principal.

The Student Learning leader and Assistant Principal will determine the serious nature of the “hands off policy”.

Student Wellbeing Reflection Card

Students will be placed on a Wellbeing Reflection card when a Mentor or School or Student Learning leader has observed or had reported consistent poor behaviour, attitude or application in class in accordance with the policy in this document.

The report is to be filled in every lesson by the subject teacher with a rating against each student goal and an explanatory note should be written by the teacher.

Parental Contact

By telephone – teachers are to make contact by telephone with parents in relation to the students in their care. Teachers are to document the discussion with the parents so they might discover further information about the student of which the teacher is not aware.

Teachers MUST log calls in Compass indicating (i) time/date of call, (ii) reason for the call (iii) resolutions and (iv) follow up to be undertaken by teacher.

For interviews – once again teachers are to conduct interviews with parents if necessary. On these occasions it is suggested:

- that the interview takes place in the interview room
- that a Student or School Learning leader be present
- that the interview takes place with the parents first, explaining the situation. When there has been a sufficient sharing of ideas the student should be included in the discussion and action plan.

Following up Absences

- Mentor teacher marks the roll on FACES as per instructions. This will be the official record and needs to be done accurately and neatly. All notes explaining absences and lateness are to be sent to the office via mentor pouches to be recorded. This is a legal requirement.
- The day the student returns to school, a note explaining the absence must be given to the mentor teacher. Extended absences i.e.: two days or more must be verified by a phone call to parents/guardians **on the third day of absence**.
- Mentor teachers are asked to supply details to the office on a weekly basis. Any unjustified absences must have a note.
- Mentor teachers collect explanation notes from parents and adjusts class roll accordingly.
- Received notes are to be signed by the mentor teacher as well as noting the date, mentor and name of student.
- Mentor teacher each day reminds students to supply absence notes. After three days of reminding, the Student Learning Leader is to be informed and parents contacted.

- Sends rolls and notes to the office each day. Absentee notes are filed alphabetically in Students' Records by office staff.
- Any student arriving after the commencement of mentor administration is to go to the Student Services.
- Any student who has to leave the school early must bring a note, which is written and signed by a parent and gives an explanation for the leave. The note must be signed by the Student Learning Leader and then presented to the office before leaving.
- The Student Learning Leader checks the roll regularly to look for patterns of absenteeism.
- Teachers are to see the office staff for any clarification for student absences.

Steps for responding to Habitual Unexplained Non attendance at school of children and young people in the Catholic Education Diocese of Parramatta are available from the Student Attendance Procedures Document.

Truancy

Partial and full class truancy is treated seriously at the College. Truancy is considered to occur when a student is 10 minutes or more late to a lesson without an explanation from a staff member. Partial truancy is also considered to occur where a student is constantly late to class with no reasonable excuse.

An entry should be made into Compass using the "Attendance - Behaviour Related" chronicle, and then select the "Truancy - class" behaviour category. The Student Learning Leader should also be notified of all trancies.

Partial truancy will be managed by the School Learning Leader in the first instance. Consequences for partial truancy include lunchtime detention, after school detention or a College Detention.

Full class truancy will be managed by the School Learning Leader and the Assistant Principal. An internal suspension may be issued.

Repeated partial or full class truancy will result in an internal suspension of the student and an re-entry interview.

Sport Student Management

Students who misbehave while at sport or travelling to and from sport should be reported to the Sports Coordinator.

Recurrent offenders will involve the Student Learning Leader, Sport Coordinator and the Parents/Guardian of the students involved.

Afternoon Detention

The School or Student Learning Leader or the Assistant Principal, as a consequence of a student continuing to disregard the expectations and requirements of the Dignity and Wellbeing Policy, will impose an afternoon College detention. Afternoon detentions will operate on Monday afternoons

from 3.15pm - 4.15pm where more than 24 hours notice is given. Refer to the [College Detention Policy](#) for a detailed explanation.

Students who have attended three College Detentions will have a parental interview with the Student Learning Leader and Assistant Principal.

Students who fail to attend a College Detention will have it reissued for the following week. Failure to attend two or more College Detentions may result in an internal school suspension from classes.

Procedural Fairness

The principle of natural justice requires that a person be given the opportunity to respond to allegations, which may negatively impact that person. CEDP's commitment to natural justice should be implemented by following procedural fairness in situations when decisions may be taken, which could have a detrimental effect on the rights, interests or legitimate expectations of a person. Procedural fairness is integral to the management of processes affecting people under CEDP policies, procedures and guidelines.

Procedural fairness should guide all investigations of concern, allegations and/or complaints. Further, it be shown that internal and external suspensions, and recommendations of transfer or expulsion, have followed these guidelines.

[The CEDP policy on Procedural Fairness can be accessed here.](#)

Internal School Suspension

The Assistant Principal, as a consequence of persistent infringements or a serious incident, will issue an Internal School Suspension. The Assistant Principal will send a letter to parents informing them of the reasons for the Internal Suspension from all classes. The Student Learning Leader, in consultation with teaching staff, will organise work for the student during the period of Internal Suspension. The student will be supervised in the Administration Office during this time. Students will return to classes pending an interview with the parents and the Assistant Principal.

All Internal Suspensions require a return-to-school interview between the parent(s), student and School or Student Learning leader and/or the Assistant Principal.

External Suspension, Expulsion, Transfer of Students

The Principal, following the CEDP Policy Statement, 2005, will impose external Suspensions, Expulsion and transfer of students.

The student will complete a student suspension resource booklet during the time of his/her suspension.

The Student Learning Leader will prepare a summary report of the student's past record at the College for the Assistant Principal /Principal.

Students returning to school after the suspension are required to attend a re-entry interview with the Assistant Principal or Principal. Students will not be permitted to return to school until this interview has taken place.

The Student Learning Leader and/or Assistant Principal will organise a re-entry plan for the student before returning to class.

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Appendix

This section of the Dignity and Wellbeing Policy provides some specific practices that support effective learning.

Effective classroom strategies

Student behaviour is best managed by providing engaging learning in a framework of consistent and high expectations. Classroom teachers are responsible and accountable for day-to-day management, reporting and recording of incidents where the student has not met these expectations.

Strategies for in-class behaviour management could include:

- high quality and well planned learning experiences
- clearly and constantly articulated learning expectations that are applied in a consistent manner
- ask a student “What do you notice?”
- non-verbal cues: eye-contact, gesture, proximity
- judicious use of silence
- simple mention of student's name
- use of Restorative Practice questions to redirect the student
- comment in student diary
- discuss the problem with the student after class, including possible strategies or consequences
- lunch detention (or part of) or bag duty
- change of seating position in class
- phone the parent/guardian
- seek advice from colleagues, Student Learning or School Learning leader, on classroom management techniques

Strategies for out-of-class behaviour could include:

- ask a student: “What do you notice?”
- simple signal or gesture to stop
- short verbal reprimand
- direct the student to clean up a particular area
- confine the student to a particular area
- possible exclusion from an activity for a period of time
- serious misbehaviour and/or persistent misbehaviour should be brought to the attention of the Student Learning Leaders

Staff should:

- know the names of all your students
- set consistent and high expectations
- have a formal start to lessons: students stand at their desk, unpack, fix their uniform, and greet the teacher and/or visitors with good morning/afternoon
- display learning intentions and develop success criteria with the class
- be prepared with engaging work and a variety of teaching activities and strategies
- challenge behaviours that do not meet these expectations
- be conscious that behaviours in class are often a reflection of what is happening at home
- focus on the behaviour, not on the person
- be supportive of students and each other
- encourage positive behaviours through the use of the College merit system
- promote and display good classroom work
- consistently communicate with parents
- address the issue and establish an action plan before sending a student to a Learning Leader
- keep a record of learning behaviours to track patterns of behaviour
- conclude the lesson in a formal and controlled way: students pack, stand at their desks, fix uniform, and say good morning/afternoon
- challenge defiance by using the 'addressing defiance procedure'

Staff should avoid

- shouting or speaking over the top of noise
- sarcasm, comments which embarrass, humiliate, or put a student down
- taking a student on in front of the class
- delegating the issue to another staff member
- having students congregate at the front desk (go to them)
- teaching while sitting behind a desk; move around the room
- detaining a whole class
- sending a student out of class
- responding in an emotional manner

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