

St Joseph's College Geelong

Policy 4.12 Student Wellbeing Policy

INTRODUCTION

Background

1. All students enrolled at St Joseph's College have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

2. Learning and wellbeing are inextricably linked - students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. St Joseph's College is committed to creating positive respectful school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships enabling all to have life in abundance (John 10:10).

Rationale

3. This policy aims to provide a foundation on which can be constructed an appropriate set of policies on all essential aspects of student well-being in the College. It derives from the College Mission Statement and is scripturally based in an effort to ensure that principles and practices are authentically Catholic and true to the College's self-understanding.

Guiding Principles

4. St Joseph's College will adopt the following principles in caring for students:
- a. the dignity of each person underpins any program designed to support the development of a child;
 - b. any wellbeing program will be well researched, educative, supportive and restorative in nature;
 - c. wellbeing practices will emphasise duty of care responsibilities for the common good and safety of all members of the school community;
 - d. the use of any form of child abuse, corporal punishment or other degrading punishment is explicitly forbidden;
 - e. students will have a voice when it comes to designing programs to support their wellbeing;
 - f. wellbeing programs will be inclusive and culturally sensitive;
 - g. parents, carers and other family members are recognised as the primary caregivers of children;
 - h. restorative practices will underpin all procedures designed to support student wellbeing; and
 - i. appropriate resources are allocated to enable wellbeing programs to be implemented effectively.

Child Safeguarding

5. St Joseph's College is committed to providing a Child Safe environment for all young people. All students enrolled at St Joseph's College have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance for child abuse. We aim to create a child-safe and child-friendly environment where children are free

to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children, including First Nations children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

6. St Joseph's College has an appointed Child Safeguarding Team which oversee the implementation of Yearly safeguarding goals and action plans. The College appoints three Child Safety Officers and the College's Deputy Principal-Wellbeing is the official appointed safeguarding officer. The Child Safeguarding Team also consists of additional members from the wellbeing leadership team, wellness team, risk and compliance team, HR team, teacher volunteers and student representatives from both campuses. (Appendix 3)

OUR WELLBEING STRUCTURE AND KEY WELLBEING STAFF

7. Whilst it is the role of all staff members to foster the wellbeing of our students, each homeroom in Waterford and Westcourt are part of a year level under the care of two-Year Level Coordinators. The vertical house system in Mt Sion means the senior students maintain their homeroom teacher from Year 10-12 and are led by a House Coordinator. The homeroom teacher will usually be the first point of contact between home and school where there is a concern about a student's welfare or progress, or for the explanation of a student absence. The Year Level/House Coordinator oversees the general wellbeing and behaviour of the cohort who are supported by the Heads of Waterford, Westcourt or Mt Sion respectively. The Deputy Principal Student and Staff Wellbeing provides the next level of support and leadership in our Wellbeing structure. Staff Wellbeing Representatives in each sub school provide support with wellbeing initiatives and guidance for staff with wellbeing concerns.

8. Staff wellbeing is directly supported by the wellbeing team and specifically the Deputy Principal- Wellbeing. There are also three appointed staff members (one per sub-school) who act as 'staff wellbeing' representatives. This teams aim is to be accessible, approachable and supportive to all staff members. They aim to be proactive with staff initiatives and be a guide for all staff members who have wellbeing concerns.

9. EAP (Employee assistance program) is a voluntary, confidential and complimentary counselling service. This is available to all SJC staff members and immediate family members, who can access six sessions per annum (fee free).

Head of Wellbeing Programs

10. This is a leadership role that is designed to write and implement our wellbeing program, provide support to students and families who are school refusing, provide guidance and support with Out of Home Care students and provide a link between our Wellness and our Wellbeing Teams.

Wellness Team.

11. The team consists of Psychologists, Youth Worker and a Chaplain who are an integral part of the Wellbeing Team. Specifically the Wellness Team provide:

- a. initial assessment and mental health support;
- b. consultations with parents and staff;
- c. small group targeted support programs
- d. individual programs to meet student learning and wellbeing needs;
- e. advice about and referral to support services available in the community; and
- f. support to Student Welfare Action Groups (SWAG) and Student Support Services.

12. Enrolment at the College indicates parental consent for student access to all student support services. Referrals to the Wellness Team are often made by staff and parents, but students are also

welcome to self-refer. Frequently, contact is made with parents, and if there is serious risk of harm, steps are always taken to ensure the student's safety.

13. The Wellness Team are located near the Career's Office. Students can ask their Homeroom teacher or member of staff to assist them to make contact with the Wellness Team. Or staff and students can make a referral using the link on SIMON. Students or their parents/guardians can also phone or email the Wellness team directly.

Learning Diversity Team.

14. The College has a diverse Learning Diversity Team which consists of the Head of Learning Diversity, Learning Diversity Leaders (one in each sub-school) and Learning Diversity Officers (LDO). With our ever increasing need to support students across the College, their vast experience, care and professionalism in working with our parents and students is a living example of St Joseph's College strong commitment to Pastoral Care and our EREA touchstones.

15. The Learning Diversity staff proudly imbues our Edmund Rice philosophy of an inclusive approach, being respectful of diversity and the "profound belief in the equal dignity of persons". This translates to championing all students regardless of background, ability or difference in ability. The establishment of this supportive and respectful environment is paramount to creating a framework for all students to thrive in both their learning and social interactions.

16. St Joseph's College aims to develop a school culture that reflects care, concern and respect for diversity and learning. Teachers and Education Support employees working in the area of Learning Diversity, assist students by supporting individual, groups and teachers within the classroom.

17. Funding to support these goals is received from the Catholic Education Office through the Nationally Consistent Collection of Data (NCCD) process. This funding supports those who have a diagnosed or imputed disability which impacts on their learning in the regular classroom. Adjustments within the classroom occur to allow individual students to achieve and reach their potential in learning and their social connectedness with our SJC community.

18. Fortnightly Student Welfare Action Group (SWAG) meetings are held per year level/house consisting of the Year/House Coordinator, Head of School, Wellness Team member, Careers and Ed Support staff. Proactive discussions about boys who are experiencing welfare issues are had and actions are taken from certain staff. Secure minutes are taken and certain staff action.

OUR WELLBEING PROGRAM

Our Student Wellbeing Program

19. A Year 7-12 Wellbeing program assists students to equip themselves with the knowledge and skills to function properly as responsible, positive and ethical citizens. The program includes a focus on respectful relationships, health and personal safety, physical and mental health, drug awareness, social justice, service learning, leadership and sexuality.

20. Our Wellbeing Program is mainly derived from the from resources of Resilience, Rights and Respectful Relationships (R4R), the Learning Curve Diary, EREA Safe and Inclusive Community documents, Beyond Blue's BeYou, Barwon Health Healthy Communities. We also engage support from our local Police liaisons and tap into many other local initiatives and guest speakers to help portray our vision for wellbeing.

21. Student wellbeing occurs when a personal interest is taken in each student. To enable this each student is a member of a Homeroom group in the care of a Homeroom teacher. Homeroom groups meet at the beginning of each day. For all year levels the Wellbeing program is a standalone subject area one period per week (two periods in Year 9) also taught by the homeroom teacher. Our Wellbeing Year 7-12 plan is attached as Appendix 1.

Our Respectful Relationships

22. St Joseph's College Geelong has taken a lead role in Victoria in helping educate students on the importance of Resilience, Rights and Respectful Relationships. Respectful Relationships is about tackling family violence through education.

23. St Joseph's College has a Respectful Relationships team which includes members from the wellbeing leadership team, general teaching and support staff from several campuses and student representatives. This team meet collectively each term to explore and implement Respectful Relationships focuses initiatives throughout the College.

24. Respectful Relationships supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. The resource that is central to Respectful Relationships is called 'Resilience, Rights and Respectful Relationships'. A large focus is placed on Emotional Literacy, personal strengths, positive coping and stress management, problem solving and help-seeking, Gender and Identity and Positive Gender Relations.

25. The St Joseph's College Respectful Relationship (RR) team meet collectively each term as well as in clusters with our partner schools. This team has student voice from the Inclusive Community Touchstone Prefects. The RR team communication document is attached as Appendix 2.

26. The St Joseph's College Child Safeguarding Team also meet each term including Child Safety Officers from each sub school. This committee also promotes student voice and has membership from the Inclusive Community Touchstone leaders. The Child Safeguarding team communication document is attached as Appendix 3.

Our Behaviour Support

27. Supporting student behaviour should be considered in the wider context of the wellbeing of students. The concepts are inseparable and flow from the Mission Statement of the College. Behaviour Support is based on the notion that all members of the College Community have both rights and responsibilities. St Joseph's College is committed to providing a learning environment where all students can learn without hindrance from others, where teachers can teach without interference and where effort and achievement are respected and rewarded.

Restorative Practices

28. St Joseph's College adopt a restorative practice approach as we believe the most profound learning occurs when there is a healthy relationship between teachers and students alike. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes. The restorative questions template is attached as Appendix 4.

Positive Tracking

29. Waterford, Westcourt and Mt Sion have each developed a set of learning and behavioural norms that is age appropriate which set clear expectations for the students and teachers. We have a positive tracking system whereby teachers can list achievements and good behaviours linked to the set of norms which are usually recognized with certificates, vouchers at gatherings and assemblies. The tracking records will also guide leadership when selecting students for College Special Awards. The learning and behavioural norms are attached as Appendix 5.

Demerit Tracking

30. Our behaviour support involves a range of approaches including a behavioural tracking system whilst adopting a restorative approach to dealing with unacceptable behaviour or conflict. Restorative practices underpin all our thinking around student wellbeing with the focus being on students taking responsibility for their actions and repairing relationships that have been harmed. The behavioural tracking system is a strategy that is used in conjunction with Restorative Practices as a support mechanism that reminds students that some actions have consequences. 0-2 points

may be given for tier 1 behaviours, 0-4 maybe given for tier 2 behaviours, 0-6 maybe given for tier 3 behaviours. Our behavioural support flow chart is attached as Appendix 6.

31. When continual indiscretions result in an accumulation of six points in a term a Thursday detention will be issued. Twelve points will incur a Saturday detention which takes priority over sporting and part-time work commitments. Half or full day detentions and parental interview are held on student free days in lieu of Saturday detentions for more serious behavioural incidents and/or a student has accumulated 20 demerit points. Students revert to zero points at the start of each term. Detentions would normally follow a restorative discussion outlining why the particular behaviour is unacceptable and encouraging students to think about their actions and the impact they have had on themselves and others, and to think about what needs to happen to make things right. Parents will be informed if their son has accumulated points and is required for detention. Provisional enrolments may be issued when the College feels all of the above is not working. This is signed off from Deputy Principal - Students and Staff Wellbeing, the student and as a mechanism to have a positive impact on the behaviour standards.

32. A good way of developing a better learning environment is for everyone to show respect for the rights of others. The rights and responsibilities of students at St Joseph's College are attached as Appendix 7.

Our Effective School-Community-Family Partnerships

33. Respectful and cooperative school-family relationships provide an effective channel of wellbeing for students. Schools and families share responsibility for developing and maintaining such relationships of trust, characterised by respect for the goodwill of the other and a willingness to engage collaboratively.

34. Effective school-community partnerships offer opportunities for networks of pastoral care for students. Appropriate local services and agencies may be identified, and links or partnerships developed, to support the needs of students and their families and to enhance the school's own pastoral initiatives.

Our Vulnerable Students & Families

35. St Joseph's College pays particular attention to the most vulnerable children and families. There are considerable wellbeing considerations towards First Nations students, students with Disabilities (SWD), students in Out of Home Care (OOHC), students with separated parents, culturally and Linguistically Diverse (CALD).

CONCLUSION

36. Enhancing school community wellbeing is an ongoing and complex endeavour that requires explicit strategy, commitment, energy and continuous effort over time to sustain.

37. It is a shared responsibility illuminated by the Good News and founded in Jesus' message of God's love for all. It is enriched through purposeful collaboration and dialogue between school leaders, staff, students, families, the parish and local communities.

38. Wellbeing and the full flourishing of the person cannot be separated from learning: they are inextricably linked and must be positioned at the heart of school life.

39. Acknowledging that wellbeing is enabled in purposeful, life-giving learning environments that are distinctively Catholic in context and tradition St Joseph's College is focused on creating a vision in our schools that enables all to have life in abundance (John 10: 10).

40. The College expects that all employees and volunteers will abide by this policy and all related policies.

Related St Joseph's College Policies

41. The Student Wellbeing Policy has linkages to other relevant College policies and professional expectations, as follows:

- a. [SJC First Aid Policy and Guidelines](#)
- b. [Asthma Management Policy, Procedure and Guidelines](#)
- c. [Anaphylaxis Management Policy, Procedure and Guidelines](#)
- d. [CECV Guidelines on the Employment of Staff in Catholic Schools](#)
- e. [Child Safeguarding Safety and Wellbeing Policy and Procedures](#)
- f. [Child Safeguarding Reporting and Responding Obligations Policy and Procedures](#)
- g. [Bullying Prevention and Intervention](#)
- h. [EREA Workplace Bullying, Discrimination, and Harassment Policy](#)
- i. [Child Safeguarding Complaints Management Policy and Procedures](#)
- j. [Policy 4.6 Code of Ethic/Professionalism Policy](#)
- k. [Policy 5.2 Appropriate Computer Use Policy – Students](#)

Policy Review

42. The custodian of this Policy is the Deputy Principal Wellbeing. It will be reviewed every two years to take account of any changed technology, legislation, expectations or practices.

Authority

43. This policy has been authorised by the St Joseph's College Leadership Team.

Appendixes:

1. Wellbeing Year 7-12 Plan
2. Respectful Relationships Team 2024
3. Child Safeguarding Team 2024
4. Restorative Practices Template
5. Values in Action document
6. Behavioural support flow charts
7. Student Code of Conduct Child Safety (Child Friendly)

Wellbeing at St Joseph's College

St Joseph's College engages in a range of activities and curriculum to enhance the wellbeing of all students. St Joseph's College is a lead school for Respectful Relationships and is committed to promoting Respectful Relationships within both our school community and the broader community. The Respectful Relationships framework promotes and models respect, positive attitudes and behaviours. St Joseph's College also actively commits to and celebrates other initiatives such as RUOK Day, Diversity Day, Movember and International Women's Day.

All students participate in renewals through the Religious Education curriculum. At Waterford, mother-son and father-son nights also celebrate the relationship between students and significant others. Students at both the Westcourt & Mt Sion campuses also have the opportunity to participate in immersions that enhance both wellbeing and spirituality. In addition, all students participate in service learning by volunteering within the local community.

Throughout the curriculum, St Joseph's College also explicitly teach key concepts and themes to enhance the wellbeing and development of all students. The wellbeing program has a strong focus on respectful relationships and draws significantly on the Resilience, Rights and Respectful Relationships curriculum across all year levels to support this.

Waterford

We have named our Year 7 & 8 sub school as Waterford. Waterford in Ireland is the town where Edmund Rice education began.

Year 7 Theme - "Building my Foundation"

The transition from primary school to secondary school is recognised as a significant change for all students. Year 7 students at St Joseph's College are supported with a comprehensive transition program with an aim to develop a sense of community and place for all students. There is a strong focus on understanding self and developing respectful relationships with peers and teachers. There is an emphasis on developing positive relationships with others and embracing difference and diversity.

Emotional literacy is an important element of developing respectful relationships. This, along with understanding personal strengths are also key parts of the Year 7 program. The issues of bullying and resilience are also presented in an incursion that further demonstrates the value of respectful relationships. Further incursions on cyber safety and digital responsibility highlight the importance of taking care online.

The Year 7s all participate in a camp during Term 1 where they are encouraged to build new friendships and participate in a range of physical activities. In Year 7 students begin their journey with the resilience project, learning about the key pillars: Gratitude, Empathy and Mindfulness.



Year 8 Theme - “Stepping Up”

Year 8 students continue to develop their skills and understandings around developing and maintaining positive and respectful relationships. Understanding self and others through enhancing emotional literacy continues to be an important component of this.

Year 8s participate in an incursion program called, ‘Life changer’. This program allows students to actively and safely explore their strengths and goals whilst interacting and seeking support from senior student mentors in Years 10-12. In addition to this Year 8s begin their career exploration, using specific online tools and career platforms.

All our Year 8s participate in a renewal incursion with the theme “Courage to Care”. Life balance, resilience and respectful relationships are also workshopped in multiple visits to the Westcourt Campus with internal and external providers.

Students begin the transition to Westcourt through opportunities to visit the Westcourt campus for subject selection and HeadStart.

Year 9 Westcourt

We have named our Year 9 Campus Westcourt. Westcourt is known as the name of the farm that Edmund Rice grew up in on the skirts of Callan, Ireland.

The journey of the Year 9 students occurs in separate setting where the group can really come together as a year level. The environment is designed for students to increase their confidence and awareness gained from their sense of belonging to the year level and of the gifts they bring to the group.

Students begin the year by focusing on heroes, hardships and highlights and the unique stories that people have on their life journeys. Elements of the Wellbeing program are drawn upon specific wellbeing topics important for this developmental stage. This includes: Drug and Alcohol education, Teen Mental Health First Aid Training, positive masculinity and consent education.

Students also have the opportunity to be involved in an immersion to central Australia, a school camp to the Grampians or a school camp to central Australia.



Years 10-12 - Mt Sion



Mt Sion is recognised as the founding school of Edmund Rice which is located in Waterford, Ireland. Our Mt Sion sub school incorporates all Year 10 – 12 students in a vertical Homeroom house structure. All Mt Sion students come together with their Homeroom for 1 period per week. In the vertical house system, house spirit and belonging are an integral component of wellbeing. The development of strong peer relationships is important.

Homeroom teachers deliver a Wellbeing curriculum that focuses on a range of topics to support and enhance student wellbeing. Topics include personal strengths, goal setting and time management, mental health, coping strategies and help seeking behaviours, gender and sexuality, consent education and study skills.

Respectful Relationships is explored through gender & identity and positive gender relations. Diversity within both the school and broader community are discussed and demonstrated with relevant examples.

Year 10 specifics

Our Westcourt students return to the Edmund Rice Campus during the end of year HeadStart program and join a vertical house structure. Integral to their development is establishing relationships within the vertical Mt Sion Homeroom structure. Students will spend 3 years in the same Homeroom with students from Years 10-12 mentored from the same Homeroom teacher. In addition, all Year 10 students spend 1 period per week in their Homeroom with their Homeroom teacher delivering the Mt Sion Wellbeing curriculum.

The Year 10s will have chosen subjects that are more specific to their chosen future pathways. Year 10 students will participate in Morrisby Career Profiling. From this, individualised careers guidance, suggestions, information, career requirements and routes to careers is provided in a report customised to each student.

Students participate in seminars around safe partying and road smart driver safety to support them in situations they may experience beyond school. Year 10 students also have the opportunity to participate in an immersion to Daly River in the Northern Territory.

Year 11 specifics

Respectful Relationships continue to be a focus at Year 11. Students participate in seminars and workshops that have a key focus of respect. Richie Hardcore, motivational speaker on violence prevention, masculinities, mental health and wellness presents seminars to our students specifically on consent, pornography and the sexualisation of women. Following these presentations, students participate in workshops to further explore these key messages and develop their understandings.

The development of strong relationships within the Homeroom continue to be an integral component of the Wellbeing program. Careers counselling and support remains a supportive measure as students continue to refine their future pathways and subject choices. Immersions to East Timor are also offered to Year 11 students.

Year 12 specifics

For their final year of schooling, students consolidate relationships with the key people around them. Homeroom teachers conduct interviews to check how students are coping with their study schedule and the important balance of school, study, sporting and music commitments as well as part time employment.

Success Integrated sessions focus on developing common language, common expectations and common goals amongst students, staff and parents with an aim to enhance resilience, wellbeing and achievement.

Students may have the opportunity to participate in an immersion to Uganda at the conclusion of their Year 12 studies.

The Year 12s all embark to four different destinations in their four house groups during the start of term 2. Each location is purposefully set in bush setting and the students get to reflect on their journeys until now and plan for their futures ahead. The Edmund Rice Touchstone of Gospel Spirituality provides the key spiritual reflection.



ST JOSEPH'S COLLEGE GEELONG

Respectful Relationships Team 2024

RR
First Nations



Ben
McDowall

RR Lead Gender &
Sexuality



Isabel
McGann

RR
Student Voice



Beck
McInerney

RR Learning &
Resources



Laura
Gordon

RR
Wellbeing



Cassandra
Gleeson

RR Learning
Diversity



Kate
Scorpo

RR Inclusive
Community Prefect



David
Iosefo

RR Inclusive
Community Prefect



Danu
Lakey

RR
at Westcourt



Annalee
McKew

RR
at Edmund Rice



Jack
Jenkins

RR in the
Community



Leah
Irving

- Family violence has a devastating impact on our community and affects people from all walks of life.
- The Royal Commission into family violence recommended Respectful Relationships be introduced to all schools to change attitudes and prevent the prevalence of family violence in future generations.
- Respectful Relationships is an initiative to help young Victorians deal with a range of challenges they may face and covers topics including being respectful, resilient and engaged at school and confident in themselves.
- We take a whole school approach - examining our school's practices and policies to build a culture of respect and equality.
 - The St Joseph's College Respectful Relationships team meet collectively each term to explore ways we empower student voice, agency and participation with initiatives that bring about better awareness of how respectful relationships are the best relationships.



ST JOSEPH'S COLLEGE GEELONG

Child Safeguarding Team 2024



Isabel
McGann



John
Stephensen



Cassandra
Gleeson



Sherryn
Ross



Rolf
Audrins

Waterford



Virginia
Salkeld

Westcourt



Sean
Trevaskis

Mt Sion



Lachie
Doak

Student Representatives



Hamish
Veronie



William
Thomas



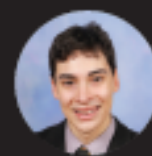
Kaine
Shaw



Eamonn
O'Dowd



Hamish
Vautier



Daniel
Di Santo

The Child Safeguarding Executive meet regularly to provide leadership and oversight to our child protection policies and programs. The Child Safeguarding Officers provide added support to our staff who may have questions pertaining to our Child Safeguarding program. If you have concerns that a student may be experiencing any form of abuse, whether or not you have formed a belief on reasonable grounds that the abuse has occurred, you should immediately raise your concerns with one of the Child Safeguarding Officers. We also value the voice, agency and participation of our students on our Child Safeguarding committee.

The St Joseph's Child Safeguarding committee also comprises of the following staff and parent representatives:

College Psychologist Joanne Chappell | Head of Administration Bernie Carthew | SJC Parent Network Jodie Warrick
Indigenous Liaison Ben McDowall | Director of ICT Paul Robertson | Head of Innovation Susan Dickinson
General Staff Reps Jackson Langhorne, Leanne Adams, Joanne McKinney

OUR BEHAVIOUR SUPPORT

Supporting student behaviour should be considered in the wider context of the wellbeing of students. The concepts are inseparable and flow from the Mission Statement of the College. Behaviour Support is based on the notion that all members of the College Community have both rights and responsibilities. St Joseph's College is committed to providing a learning environment where all students can learn without hindrance from others, where teachers can teach without interference and where effort and achievement are respected and rewarded.

POSITIVE TRACKING

Waterford, Westcourt and Mt Sion have each developed a set of learning and behavioural norms that is age appropriate which set clear expectations for the students and teachers. We have a positive tracking system whereby teachers can list achievements and good behaviours linked to the set of norms which are usually recognized with certificates or vouchers at gatherings and assemblies. The tracking records will also guide leadership when selecting students for College Special Awards.

DEMERIT TRACKING

Our behaviour support involves a range of approaches including a behavioural tracking system whilst adopting a restorative approach to dealing with unacceptable behaviour or conflict. Restorative practices underpin all our thinking around student wellbeing with the focus being on students taking responsibility for their actions and repairing relationships that have been harmed. The behavioural tracking system is a strategy that is used in conjunction with Restorative Practices as a support mechanism that reminds students that some actions have consequences. 0-2 points may be given for tier 1 behaviours, 0-4 maybe given for tier 2 behaviours, 0-6 maybe given for tier 3 behaviours.

When continual indiscretions result in an accumulation of six points in a term a Thursday detention will be issued. Twelve points will incur a Saturday detention which takes priority over sporting and part-time work commitments. Tier 4 incidents will be handled by the Deputy Principal Wellbeing in consultation with Heads of School.

RESTORATIVE PRACTICES

St Joseph's College adopt a restorative practice approach as we believe the most profound learning occurs when there is a healthy relationship between teachers and students alike. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes.

Restorative Questions Examples	<p><i>What happened?</i></p> <p><i>What were you thinking of at the time?</i></p> <p><i>What have you thought about since?</i></p> <p><i>Who has been affected by what you have done?</i></p> <p><i>In what way?</i></p> <p><i>What do you think you need to do to make things right?</i></p>	<p>These questions are about challenge, story, reflection and reparation and are designed to build a strong basis upon which to foster healthier relationships. The structure of the questions focus on the past (<i>what happened?</i>), present (<i>reflection on who has been affected and in what way</i>) and future (<i>what needs to be done to make things right?</i>)</p> <p>The questions, therefore, emphasise the importance of harm and its impact on relationships. They are:</p> <ul style="list-style-type: none"> • Open ended • Respectful and not value-laden • Objective • Thinking questions rather than feeling ones • Have the potential to develop empathy <p>Using these questions allow the questioner to be practical and direct. For example, when you ask the question, "What happened?" you may get the response, "I don't know." To counter this, you simply draw on your experience and explore the question in other ways. For example, "Tell me, what was your part in the incident?"</p> <p>If you maintain the basis sequence of questions they will work in most situations. Another consideration is to view the questions as a way of engaging others.</p> <p>At all times avoid asking the WHY (<i>why did you do that?</i>) question</p>
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WATERFORD School Values in Action



**COMPASSION
INNOVATION
INTEGRITY**

COMPASSION

We always consider the impact our words and actions can have on others

We care and show empathy to others

We aim to make a difference in someone's day

INNOVATION

We are open to learning new ideas

We remain positive when we are challenged by learning

We challenge ourselves to extend our learning

We use technology appropriately and for learning purposes

INTEGRITY

We complete our work to the best of our ability

We respect the right of others to learn in a safe and supportive classroom

We take responsibility for our appearance, punctuality and organization

We speak up when we see something wrong

We strive to make good choices in class, in the yard and in the broader community

WESTCOURT School Values in Action



**COMPASSION
INNOVATION
INTEGRITY**

COMPASSION

We always consider the impact of our words and actions on others

We are accepting and caring towards all in our community

We work collaboratively with others and aim to bring out the best in each other

INNOVATION

We approach challenges with a growth mindset

We learn from our mistakes and failures and understand these are opportunities for learning

We set goals, seek feedback and reflect on our progress

INTEGRITY

We take ownership for our own learning and behaviour

We are upstanders when we see something wrong

We show respect in all forms to all members of the College Community and College property

We take pride in our uniform and present ourselves in a professional manner

MT SION School Values in Action



**COMPASSION
INNOVATION
INTEGRITY**

COMPASSION

We always consider the impact of our words and actions

We embrace diversity and stand up against discrimination

We look out for others

INNOVATION

We give all opportunities our best effort

We keep striving for our highest potential and actively seek help from our teachers and peers

We look to be open minded

We use a range of strategies to overcome challenges and support others to do the same.

INTEGRITY

We are accountable and take ownership for our learning and behaviour

We are upstanders and we call out inappropriate behaviours

We show respect for self, others and our environment in all we do

We present the best version of ourselves, in our appearance, organisation and behaviour

 ST JOSEPH'S COLLEGE GEELONG COMPASSION, INNOVATION, INTEGRITY. RESPECTFUL RELATIONSHIPS		
Tier 1	WHAT <ul style="list-style-type: none"> Not meeting our values (Values in Action doc) Impacting the learning of others Lack of care for our college environment 	WHO <ul style="list-style-type: none"> Teacher Homeroom teacher may follow up and offer support at the next opportunity.
Tier 2	WHAT <ul style="list-style-type: none"> Continual disregard for College values following teacher and/or homeroom teacher support Continual disregard for the learning of others Compromising the safety and care of self and others Lack of care for our college environment 	WHO <ul style="list-style-type: none"> Teacher Homeroom teacher may follow up and offer support at next opportunity. Teacher in consultation with YLC/House coordinator
Tier 3	WHAT <ul style="list-style-type: none"> Significant level of harm caused to self and/or others Incidents may include: <ul style="list-style-type: none"> Physical assault, bullying, harassment, serious technology breach, complete defiance, truancy, threatening behaviour, abusive language towards staff 	WHO <ul style="list-style-type: none"> Head of School in consultation with YLC/Head of House.
Tier 4	WHAT <ul style="list-style-type: none"> Extreme level of harm to self, others and the college Incidents may include: <ul style="list-style-type: none"> Exhaustion of tier 3 strategies, illicit substance possession/use, illegal activities, assault and/or abuse. 	WHO <ul style="list-style-type: none"> Deputy Principal Student and Staff Wellbeing in consultation with Heads of School. May consult with College Principal.

 ST JOSEPH'S COLLEGE GEELONG COMPASSION, INNOVATION, INTEGRITY. RESPECTFUL RELATIONSHIPS		
Tier 1	RESPONSES WILL INCLUDE <ul style="list-style-type: none"> Positive corrections Reiterate values and/or expectations Restorative language (i.e. explore impact of behaviour) 	RESPONSES MAY INCLUDE <ul style="list-style-type: none"> Organisational support Identifying learning needs SIMON recording 0-2 (follows conversation with student) Diary recording or parent email.
Tier 2	RESPONSES WILL INCLUDE Restorative chat with all key students & staff involved <ul style="list-style-type: none"> What happened? Who has been harmed/affected? OR what is the impact of this event? What are you thinking about now that we are having this chat? What will fix this? Do you need any support from me to do that? 	RESPONSES MAY INCLUDE <ul style="list-style-type: none"> Identifying learning strategies Support/advice from YLC/House Referral to Wellness Team Raised with SWAG SIMON recording 0-6 (3+ requires parent phone or meeting contact)
Tier 3	RESPONSES WILL INCLUDE <ul style="list-style-type: none"> Restorative conference (refer to conference script) key stakeholders will include student, staff, parents and may include ES, psychologists, police, support services. Raised at SWAG SIMON recording (0-12 parent phone/meeting) 	RESPONSES MAY INCLUDE <ul style="list-style-type: none"> Positive behaviour booklet / behaviour support plan Identifying learning strategies Referral to Wellness Team Referral to external agencies Internal/external suspension Detention Provisional enrolment discussion
Tier 4	RESPONSES WILL INCLUDE <ul style="list-style-type: none"> Restorative conference (refer to conference script) key stakeholders will include student, staff, parents and may include ES, psychologists, police, support services. 	RESPONSES MAY INCLUDE <ul style="list-style-type: none"> Provisional enrolment Lengthy suspension Discussion around suitable educational options Police liaison Psychological support Implement family support

Student Code of Conduct Child Safety (Child Friendly)

Introduction

At St Joseph's we are committed to nurturing respectful relationships and active partnerships with you as students. We believe that your students' learning journeys are enriched through positive and reciprocal school relationships.

St Joseph's has a specific focus on safeguarding children and young people at the College against sexual, physical, psychological and emotional abuse or neglect. Students are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice.

Students are required to observe child safe principles and expectations for appropriate behaviour as outlined in this Code of Conduct. This code takes into account the diversity of the College environment, including but not limited to the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disability, and children who are vulnerable.

As a student at St Joseph's College you agree to uphold the EREA Charter and the Four Touchstones:

- Liberating Education
- Gospel Spirituality
- Inclusive Community
- Justice and Solidarity

Our Code of Conduct for Child Safety and Respectful Relationships

The Student Child Safeguarding Code of Conduct applies to all students. It applies in all College environments, including physical, virtual and online environments used during or outside school hours:

- a campus of the College;
- online or virtual College environments made available for use by a child or student (including email, intranet systems, software applications, collaboration tools and online services);
- other locations provided by the College for a child or student to use including but not limited to:
 - camps
 - approved homestay accommodation
 - delivery of education and training such as registered training organisations, TAFEs, non-school senior secondary providers or another school
 - sporting events, excursions, competitions and other events.

Rights of Students

Students have the right to:

- Be safe.
- Be accepted and to be treated with understanding.
- Be treated with respect and politeness.
- Obtain maximum benefit from all lessons and classes. Other students ought not to deprive me of this by their behaviour.
- Expect my property to be safe.
- A pleasant, clean and well-maintained school and grounds.

Responsibilities of Students

I have the responsibility:

- To treat others with understanding – not to laugh at others, tease others, or try to hurt their feelings.
- To treat others politely and with respect.
- To respect the authority of teachers.
- To make the school safe by not threatening, hitting or hurting anyone in any way.
- Not to steal, damage or destroy school property or the property of others.
- To co-operate with teachers and other students to make sure that lessons proceed and that I keep up-to-date with required work.
- Uphold the principles of good sportsmanship and fair play.
- Never yell, abuse or otherwise interfere with a sporting official, coach or other person.
- Never incite, encourage or commit acts of violence.
- Never use foul or abusive language.
- To ensure I don't bring, possess or access inappropriate offensive material while at school.
- Not to interfere with other students' right to learn.
- To be punctual, to attend school regularly and to take part in activities that will be of benefit to me.
- Not to smoke, take alcoholic drinks or drugs, or encourage other students to do so.
- To care for the school environment – to keep it neat and clean and to be prepared to remove litter.

Conclusion

As a student at St Joseph's College I understand the care, safety and wellbeing of children and young people is a central and fundamental responsibility of our school. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety).

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school.

(Congregation for Catholic Education 1997, n. 9).

Declaration

I confirm that I have been provided with a copy of the above Code of Conduct.

I confirm that I have read and understood the Code and understand that I am required to comply with the Code. I acknowledge that, if I breach the Code, I may be subject to disciplinary action, including termination of my engagement with the College.

Name:

Signature:

Date: