

Date
25/02/2022

Status
Active

Version
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Secondary Behaviour and Wellbeing Policy

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Secondary Behaviour and Wellbeing Policy

Rationale

Ilim College takes a restorative approach in Behaviour Management. The College philosophy reflects the love, respect and forgiveness as expected in Islam. The students will be supported and encouraged to attain high standards of behaviour and achievement through the implementation of this policy. High standards are expected from students and appropriate action will be taken if standards are not kept. Parents will be involved and informed of their child's wellbeing and discipline as the ultimate aim is for the student to become a self disciplined adult and this is possible through a team-work between the school and the parents. Corporal punishment, derogatory comments and persona; put downs are not permitted under any circumstances.

The College has zero tolerance to child abuse and aims to implement fairness and a culture of listening across the College community built on an ethos of respect, inclusion, accountability, taking responsibility, commitment to relationships and the development of social and emotional competencies. Students develop personal awareness and responsibility while learning to use lifelong skills of active listening, expressing emotions and problem solving. We value the purity and well-being of each member of the College. We strive to cultivate genuine relationships. The College also aims to promote good order and harmony within the school community and acknowledges that no one should behave in a way that makes others unsafe or afraid.

1. Guidelines for Implementation

- 1.1 Teachers must devise their individual classroom management strategies and consequences in the light of Restorative Practices. These strategies must comply with the guidelines set out within this policy and the framework. Subsequently, teachers will be required to initiate the official discipline process involving the level managers, school counsellors, Vice Principal and Principal.
- 1.2 The teacher's role is to always be proactive to prevent misbehaviour, its repetition and escalation. When student behaviour is seriously challenging and detrimental to self, others and learning, it is important to remember that the aim is not to punish but to teach the student to learn to act differently – to behave in a manner that is acceptable within the social environment of the school and classroom. The role of all teachers and level managers is both

Secondary Behaviour and Wellbeing Policy

consultative and supporting. They are there to assist the teacher not to take over their problem but enable and support them in their management of the problem. At all times, teachers must remain calm and collective regardless of the discipline situation they are facing.

- 1.3 When students are found incorrectly behaving, all teachers are expected to follow Restorative Practices. Firstly, listen attentively as the student explains their actions. Secondly, ask restorative practices questions to make sure the student understand the inappropriate behaviour and its consequences on him/herself and others. Finally, assist them in taking ownership of their actions and making amends.
- 1.4 Students at Ilim College have the right to be heard and can contact their teachers, mentor teachers, level managers and admin to report any form of bullying or teacher grievances in confidence.

2. Student Wellbeing

- 2.1 Ilim College supports students' wellbeing through Personal & Social Development Program offered in secondary school. This program provides students with opportunities to raise issues of concern, to build positive social skills and reflect on the school values.
- 2.2 Teachers run a range of activities to model appropriate and expected social behaviour.
- 2.3 Teachers are encouraged to acknowledge students' achievements regularly. Student's success is acknowledged at assemblies.
- 2.4 Student can apply for Leadership roles in the school environment that include Student Representative Council, School Captain and Vice Captain.

3. Students Rights and Responsibilities

- 3.1 Students rights as follows:
 - 3.1.1 Be treated with dignity, respect and courtesy
 - 3.1.2 Be valued as individuals, and feel safe at all times
 - 3.1.3 Be listened to about any concerns they have about themselves or others treatment/safety at the school
 - 3.1.4 Be heard and have the right to respond to

Secondary Behaviour and Wellbeing Policy

- any allegations
- 3.1.5 Have access to the School Counsellors/Level Managers and other staff
- 3.1.6 Have any personal matters or any reports of abuse be treated with confidentiality
- 3.1.7 Ask for help from College staff members whenever in doubt
- 3.1.8 Be provided effective and positive teachers
- 3.1.9 Be informed regularly about their progress
- 3.1.10 Be provided with all relevant information regarding assessments
- 3.1.11 Be informed of school decisions which affect them
- 3.1.12 Have access to student representative4s who will use correct procedures when discussing student concerns with appropriate staff members
- 3.1.13 Have their property respected
- 3.2 Students responsibilities
 - 3.2.1 Treat all members of the school community with dignity and respect
 - 3.2.2 Express themselves in an Islamic and responsible manner
 - 3.2.3 Value the individual differences of others
 - 3.2.4 Listen and be open to others' points of view
 - 3.2.5 Utilise the College's services appropriately
 - 3.2.6 Take advantage of learning opportunities and to allow others to do the same
 - 3.2.7 Cooperate with teaching processes of the classroom
 - 3.2.8 Seek assistance as required
 - 3.2.9 Listen to and act on progress reports from teachers
 - 3.2.10 Meet assessment criteria
 - 3.2.11 Take advantage of decision-making opportunities

Secondary Behaviour and Wellbeing Policy

- 3.2.12 Take pride in their personal grooming and wear school uniform correctly
- 3.2.13 Maintain a safe, clean and attractive environment
- 3.2.14 Respect all property
- 3.2.15 Abide all school rules and protocol

4. Staff Rights and Responsibilities

- 4.1 Staff rights as follows:
 - 4.1.1 Be treated with dignity and respect
 - 4.1.2 Be valued as individual and professionals
 - 4.1.3 Express opinions and thoughts in appropriate ways
 - 4.1.4 Have property respected
 - 4.1.5 Participate actively in decision making within the College
 - 4.1.6 Take part in professional development opportunities
 - 4.1.7 Be informed and updated on Government and College policies
 - 4.1.8 Be given appropriate support by College Principal, Leadership Team and Administration
 - 4.1.9 Work in a professional working environment
 - 4.1.10 Teach and perform duties in an atmosphere conducive to learning
 - 4.1.11 Be informed and aware of special needs of students
 - 4.1.12 Be supported in their provision of pastoral care to students
 - 4.1.13 Expect parents to work in partnership with them
 - 4.1.14 Be protected legally by the College
 - 4.1.15 Have access to appropriate resources and facilities
 - 4.1.16 Work in a clean, safe, professional work place

Secondary Behaviour and Wellbeing Policy

- 4.2 Staff responsibilities:
- 4.2.1 Be treated with dignity and respect
 - 4.2.2 Respect and abide by the school's decision
 - 4.2.3 Behave in a professional manner
 - 4.2.4 Listen professionally and openly to the opinions of others
 - 4.2.5 Respect and safeguard property
 - 4.2.6 Take advantage of the decision-making opportunities within the College
 - 4.2.7 Formulate professional development plans
 - 4.2.8 Act upon information received regarding Government and College policies
 - 4.2.9 Publicly support the College Principal and Administration
 - 4.2.10 Work in partnership with parents
 - 4.2.11 Respect and follow the College's Staff Professional Code of Practice
 - 4.2.12 Provide appropriate curriculum and perform duties professionally
 - 4.2.13 Seek and act upon appropriate information and treat this information with confidentiality
 - 4.2.14 Provide support to students and encourage them to do their utmost best
 - 4.2.15 Exercise "due care"
 - 4.2.16 Maintain a clean and safe environment and report any areas that require attention
 - 4.2.17 Use the resources available

5. Parent Rights and Responsibilities

- 5.1 Parents rights as follows:
- 5.1.1 Be treated with dignity and respect and be seen as partners in the education of their child
 - 5.1.2 Know the policies and procedures relating to student welfare and discipline
 - 5.1.3 Expect the College to provide a safe and

Secondary Behaviour and Wellbeing Policy

- secure environment
- 5.1.4 Expect that their child is treated as an individual and his or her well-being is nurtured
- 5.1.5 Have family matters treated with confidentiality
- 5.1.6 Expect a curriculum that can be accessed by their child
- 5.1.7 Be informed regularly of their child's progress
- 5.1.8 Be informed and be given the opportunity to understand the curriculum
- 5.1.9 Receive regular communication from the College
- 5.2 Parents responsibilities:
 - 5.2.1 Treat members of the Colle Community with respect and dignity and work in partnership with them
 - 5.2.2 Respect the student welfare and discipline policies and procedures of the College
 - 5.2.3 Support the College in maintaining a safe and secure environment
 - 5.2.4 Inform the College of their child's specific needs and provide updates of any changes to needs or circumstances
 - 5.2.5 Inform the school of matters which could affect their child at the College
 - 5.2.6 Display an active interest in the academic life of the College, and support the education of their child
 - 5.2.7 Seek information and attend Parent/Teacher/Student interviews
 - 5.2.8 Support the curriculum of the College
 - 5.2.9 Maintain open communication with the College
 - 5.2.10 Disclaim all information about the medical needs of your child/children

6. General Discipline Practice

Secondary Behaviour and Wellbeing Policy

- 6.2 Students treat teachers and each other with courtesy
- 6.3 Opposite genders treat one another in an Islamic manner
- 6.4 Everyone is encouraged to maintain a pleasant working environment
- 6.5 Students are not dismissed until the room is clean and tidy
- 6.6 Windows and doors are closed, chairs tucked under tables between lessons and packed away at the end of the day
- 6.7 Ask students to always report any damage, graffiti etc
- 6.8 Encourage students to take pride in their work
- 6.9 Support the uniform policy by asking students who are out of uniform for a uniform pass and by reminding them of their neatness such as shirts tucked in and ties worn correctly
- 6.10 Students awareness and practise of carrying student pass when leaving the classroom
- 6.11 Any recess or lunch time meeting/discussion/detention/PD sessions should not exceed half of their break time
- 6.12 A student should not be asked to stand outside the classroom as a discipline measure
- 6.13 Teachers may send disruptive students to next door classroom for supervision in the event that a formal timeout is required

6.1 Students lining up outside the classroom

Secondary Behaviour and Wellbeing Policy

7. Outdoor regulations

- 7.1 The students must observe all the discipline rules and regulations whilst participating in outdoor activities such as excursions, incursions, morning, recess and lunch breaks and whilst travelling to and from school, students must:
- 7.1.1 Comply with the dress code of the school
 - 7.1.2 Interact and play safely
 - 7.1.3 Respect the rights of others
 - 7.1.4 Involve teachers when facing an issue
 - 7.1.5 Dispose rubbish in the bins provided
 - 7.1.6 Respect each other's personal safety and property
- 7.2 These rules will be reviewed at the beginning of each year by staff.

8. Behaviour on the school bus

- 8.1 While travelling on school buses, students must respect all road rules such as wearing seat belts, crossing roads safely and using crossings where appropriate. No food or drinks are permitted on the school bus. Student must comply with all the rules related to safety, respect of others and all other discipline expectations stipulated in this policy.

9. Procedures for Exclusion and Consequences for Inappropriate Behaviour

- 9.1 Restorative Practices
- 9.1.1 To allow students to think and reflect on what they have done wrong, Restorative sessions at half of the lunch break are conducted by the Level managers in a structured and consultative manner. These sessions allow students to review what they have done by evaluating and expressing their thoughts and feelings. The objective of these sessions is for students to thoroughly analyse and reflect on their inappropriate behaviour.
 - 9.1.2 Restorative Practice questions to be used during session when things go wrong
 - 9.1.2.1 What happened?
 - 9.1.2.2 What were you thinking at the time?
 - 9.1.2.3 What have you thought about since?

Secondary Behaviour and Wellbeing Policy

9.1.2.5 What do you need to do to make things right?

9.1.3 Restorative Practice questions to be used during session when someone has been harmed

9.1.3.1 What did you think when you realised what had happened?

9.1.3.2 What impact has this incident had on you and others?

9.1.3.3 What has been the hardest thing for you?

9.1.3.4 What do you think needs to happen to make things right?

10. Suspension

10.1 A parent will be contacted prior to their child being issued with a Letter of Suspension. A Suspension is issued depending on the nature, severity and repetition of inappropriate behaviour. A letter of Suspension will be issued by the Level with the approval of the Vice Principal/Principal. A suspension may be either internal or external, depending on the nature, severity and occurrence of the behaviour.

10.2 When an external suspension is issued, the student will not be allowed to come to school, with expectation that student reflects and builds up remorse about what they have done. The duration of an external suspension will depend on the severity of the behaviour which has not been resolved, despite other preventative measure such the Restorative Sessions. Teachers/Level Managers may make a referral to the school counsellor.

11. Behaviour Support Plan (Conduct Card)


11.1 Ongoing concerns are discussed with all the teachers involved in a student’s education in a Behaviour Support Plan meeting, which is organised by the level managers, Vice Principal; with the objective of devising a focus to be followed by the students and teachers for the repetitive behaviour which is of concern. Leve3l Managers then allocate protected time to discuss the focus of the Behaviour Support

9.1.2.4 Who has been affected by what you have done? In what way?

Secondary Behaviour and Wellbeing Policy

meeting is to be conducted with parents prior to this arrangement to ensure that the same focus is reinforced and supported at home. Parents will be asked to sign the Behaviour Support Plan and be in contact with the level manager to help school in supporting their child.

- 11.2 The behaviour support plan will be reviewed within 4 weeks and the conduct card is a period by period and daily records sheet of a student’s behaviour, which is commented on and signed by their teachers and parents daily. The level managers will monitor the Behaviour Support Plan through weekly meetings with the student and parents and the effectiveness of the conduct card on a weekly basis and depending on the nature of the concerns leading up to the issuance of the conduct card. (Template below)

 Behaviour Support Plan					
Name:		Year Level:	Level Manager:		
Target Behaviour (Rank in priority)	How will I know that I have achieved my goal?	How I will work towards reaching my goals at school...	What I can do at home to help reach my goals...	Date Achieved	Reflection end of week 4
• • •					
Date:	Student:	Level Manager:	Parent:	Other:	
Review Date:	Student:	Level Manager:	Parent:	Other:	

Plan with the student in concern, during a one to one session and teach/model the desired behaviour. A

Secondary Behaviour and Wellbeing Policy

12. Student Contract

- 12.1 A student may also be placed on a Student Contract by the Vice Principal on the approval of the Principal. This may occur after 2 suspensions and Conduct Card have been issued, without a modification in the behaviour that is of concern. The aim of the Student Contract is for the student to enter into an agreement, to abide by the school's Behaviour Management Policies and in turn, to avoid a recommendation being made by the Principal for the parent/carer to withdraw the student's enrolment

13. Expulsion

- 13.1 When a student has been given an opportunity to improve behaviour through Restorative Practices, Behaviour Support Plan, Suspensions and Contract however was unsuccessful within an academic year or for repetitive behaviour which may result in serious breach of the school's values or risk to safety, parents will be recommended to withdraw the student from school by the school Vice Principal or Principal.

14. Appropriate Behaviours

- 14.1 The school promotes, acknowledges and reward students who behave appropriately according to College values:
- 14.1.1 Academic Awards (Termly)
 - 14.1.2 Level Manager Awards (Termly)
 - 14.1.3 Achievements are also acknowledged in the Ilim College Bulletin (published termly) together with samples of students work as well as on school Facebook page with student permission.
 - 14.1.4 Positive feedback from all members of staff.
 - 14.1.5 Each teacher will be able to deduct 3 marks per student in a term for Good behaviour.

15. Inappropriate Behaviour

- 15.1 In cases of inappropriate behaviour, the Colleges approach is as follows:
- 15.1.1 Appropriate behaviour will be discussed and emphasised in classrooms regularly and during the PSD subjects and other classes.
 - 15.1.2 Appropriate behaviour is explicitly taught during Islamic Studies sessions.

Secondary Behaviour and Wellbeing Policy

16. Ongoing Behaviour

- 15.1.3 Lunch time and restorative sessions are held with Level Managers to reflect on the inappropriate behaviour.
- 15.1.4 Inform parents via phone and organise a meeting (if required).

- 16.1 In cases of ongoing behaviour:
 - 16.1.1 Discussions with student on the behaviour displayed and the expectations of the correct behaviour
 - 16.1.2 Work with the Mentor teacher/Level Manager to support the child to modify their behaviour
 - 16.1.3 Follow up student's future behaviour
 - 16.1.4 Obtain regular feedback
 - 16.1.5 Incursion, excursion and camp withdrawal
 - 16.1.6 Counselling
 - 16.1.7 Behaviour Support Plan
 - 16.1.8 Meeting arranged involving Parent, Teacher, Level Manager, Head of Student Services, Vice Principal and other relevant staff members according to each individual case.
 - 16.1.9 Suspension or Expulsion – serious disciplinary actions will be according to the DEECD guidelines if all previous steps have been unsuccessful.

17. Communication of Policies – Whole School Action

- 17.1 The Student Welfare & Discipline Policy to be communicated to the school community through the following means:
 - 17.1.1 All staff shall be introduced to, or revise the Behaviour Management & Student Welfare Policy at the beginning of each year. This staff meeting will focus on sharing ideas, strategies and experiences with the program and let all staff know how to establish class rules.
 - 17.1.2 Students will be explained the policy during the year level assemblies at the beginning of the year. The policy will also be included in the Year Level Booklets which are distributed during the assembly.
 - 17.1.3 Parents will be sent a copy at the beginning of the year and asked to sign and return the slip indicating that they have read, understood and agreed to the policy.

Secondary Behaviour and Wellbeing Policy

- 17.1.4 Vice Principal is responsible for induction programs for new staff members.
- 17.1.5 The Level Managers and Vice Principal will review the Behaviour Management & Student Welfare Policy at a meeting in Term 4. This meeting will look at how the policy has been implemented throughout the year, determine its effectiveness and recommend amendments for the following year.
- 17.1.6 A teacher may bring an issue about a student's behaviour indicating particular strategies being used, to encourage a whole school approach to the management of that student during the Behaviour Focus Meetings/Year Level Meeting.
- 17.1.7 Amendments made to the existing Behaviour Management & Student Welfare Policy will be communicate to all members of the school community.

18. Communication of Policies – Individual Teacher Action

- 18.1 The Student Welfare & Discipline Policy to be communicated to the school community through the following means:
 - 18.1.1 Teachers and students will discuss and implement classroom, playground and mosque rights, responsibilities and consequences.
 - 18.1.2 Teachers will discuss the Behaviour Management & Student Welfare Policy with the class.
 - 18.1.3 Teachers may opt to discuss the Behaviour Management & Student Welfare Policy with parents at the "Meet the Teachers/Parent Information Evenings" during Term 1
 - 18.1.4 Parents will be sent a copy at the beginning of the year and asked to sign and return the slip indicating that they have read, understood and agreed to the policy.

19. Communication of Policies

- 19.1 In addition to the 17 and 18 the Behaviour Management & Student Welfare Policy will be regularly revisited and students will be reminded during:
 - 19.1.1 Class, Yard, Mosque, Excursion, Incursion, Assemblies
 - 19.1.2 Parent Information Evenings
 - 19.1.3 Bulletins
 - 19.1.4 Posters

Secondary Behaviour and Wellbeing Policy

19.1.5 School Website