



Policy Statement

Student Welfare

Korowal seeks to provide a safe and supportive environment which:

- minimizes risk of harm and ensures students feel secure

- supports the physical, social, academic, spiritual and emotional development of students

- provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

A Safe Supportive Environment

The School seeks to promote a learning environment where teachers, students and parents are mutually supportive. Teachers, students and parents respect each other, as well as the philosophy and ethos of the School and do not engage in conduct which undermines this mutual trust and support. The School encourages consultation between all members of the School community in matters that affect them.

Background Information

We believe that it is essential to an individual's personal growth to flourish in connection with other human beings. The purposes of Korowal's welfare procedural guidelines are:

- to provide a safe environment for all students and teachers.

- to assist students who behave in ways that are inappropriate or unacceptable within the context of the School's values.

We are interested in changing inappropriate behaviour in such a way that the student continues to feel that they belong to the School community.

It is when a student's behaviour does not change, despite our best efforts, that discussion and flexibility of approach become necessary.

For a successful outcome, it is important that there is a willingness on behalf of both the student and carers to participate in the process.



Discipline

General Principles

As a non-government School we are required to have disciplinary procedures that are based on principles of procedural fairness.

Korowal School acts on the following definition of procedural fairness:

procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the ‘hearing rule’ and ‘right to an unbiased decision’.

The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:

know the allegation related to a specific matter and any other information which will be taken into account in considering the matter.

know the process by which the matter will be considered.

respond to the allegation.

know how to seek a review of the decision made in response to the allegations.

The ‘right to an unbiased decision’ includes the right to:

impartiality in an investigation and decision making.

an absence of bias by a decision-maker.

Discipline Overview

Students are required to abide by the School’s rules and to follow the directions of teachers and other people with authority delegated by the School.

Regular student management at our School may include time-out, having to stay with a teacher for half of recess or lunch time, community service, recording repeated incidents and communicating with parents. Loss of play/free time is a very concrete method of reinforcing for a student that s/he has behaved in an unacceptable way and is usually very effective. Please do not feel too concerned if your child tells you s/he has “been in trouble”. This is a natural, healthy part of learning.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct, which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action. This includes any incident of sexual misconduct committed against, with or in the presence of a child (including pornography).

The disciplinary procedures undertaken by the School will vary and may include time out, loss of privileges or community service.

Corporal punishment is not permitted, nor does the School encourage or condone the use of corporal punishment by any other persons, including parents, on behalf of the School.

Suspension/Expulsion

Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:

- informed of the alleged infringement;
- informed as to who will make the decision on the penalty;
- informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegation, and afforded a right of review or appeal.

Policy reviewed	November 2016
Next review	November 2018
Principal's signature: 	

Behaviour Management Procedural Guidelines

With regard to behaviours that are disruptive, rude, mean or harassing teachers differentiate between the occasional transgressor and the repeat transgressor.

The Occasional Transgressor

Option 1:

Students will reflect upon the following questions, commonly referred to as the 5ws:

- What did I do?
- What were the effects of my actions on others?
- What rule did I break?
- What could I have done instead?
- What can be done to fix it up?

Option 2:

Key Questions for teachers to ask:

Student making complaint

1. Is there a physical injury that requires attention?
2. Who is being unkind to you?
3. What has s/he been doing?
4. Was anybody else involved?
5. Has this ever happened before?
6. How have you been responding?
7. How did this make you feel?
8. What would you like to happen to fix the situation?
9. What can you do if this happens again?
10. Would you like to see the School Counsellor?

Person named by complainant:

1. Who have you been unkind to?
2. What were you saying or doing?
3. How do you think this may have made that person feel?
4. What do you think you can do to fix this situation?
5. Would you like to see the School Counsellor?

Teacher reflects upon situation:

- do the students need to be separated
- is there a risk of further escalation
- do adjustments need to be made to School travel
- do parents need to be contacted immediately?

If the behaviour is perceived to be bullying in nature, report immediately to executive member and procedures relating to bullying, as outlined in Wellbeing Policy, will be followed.

The Repeat Transgressor

Same as for occasional transgressor, followed by conversation with parents

1. The class teacher / year co-ordinator consults with appropriate co-ordinator.
2. A behavioural agreement may be implemented, either verbal or written, agreed to/signed by the student, parent and class teacher/co-ordinator. For High School students a lesson report card may be used.

If inappropriate behaviour continues.....

3. The appropriate co-ordinator takes over proceedings from the Class Teacher whose role is now to represent the student. The student is gated at recess and lunchtime for up to a week, allowing 10 minutes for eating. A co-ordinator contacts parents and the School Counsellor is consulted and the Principal informed. Future consequences are outlined to the student.

If inappropriate behaviour continues.....

4. The co-ordinator arranges an in-School suspension. This means isolation from class/classes and break times for two days. The co-ordinator sends an email to parents. Future consequences are clearly outlined to student and parents. Counselling of student continues if appropriate.

If inappropriate behaviour continues.....

5. Suspension from School for a minimum of two days. After informing the Principal, the co-ordinator advises parents by telephone and email. A further behavioural agreement is prepared prior to the student's return to School. The student's return to School is conditional upon an interview with the Principal or Co-ordinator, parent/caregiver and student..

Upon return to School, the Co-ordinator /teacher monitors behaviour on a daily basis to support the student to adhere to the agreement.

If the student engages in further inappropriate behaviour....

6. the Principal may impose an extended suspension, from a minimum of one week up to three weeks. A final agreement prepared prior to the student's return to School. The student's return to School is conditional upon an interview with the Principal, parent/caregiver and student..

Upon return to School, the Co-ordinator /teacher monitors behaviour on a daily basis to support the student to adhere to the agreement.

If the student breaches the agreement the Principal may ask the student to leave the School.

Comment

It is important to communicate the School's expectations clearly at every step and to understand reasons for the inappropriate behaviour and to make every effort to remedy the situation.

it is important that at every step the student is aware of the values, rules and expectations of the School, and of the choices he/she makes regarding behaviour and attitudes

It is essential that all teachers document the events and incidents.

If a student responds positively to step 2 but falls back into old patterns some time later, step 2 is repeated.

Students' Rights and Responsibilities

Students and teachers have separately contributed to the following document, which is a guide that identifies essential and interrelated rights. It reflects a spirit of good will that is essential in implementing the policy.

Student's Rights	Student's Responsibilities	Examples Of Unacceptable Behaviour
1. You have the right to feel safe in any class and in the playground.	You have a responsibility to see that individual's property and common property are not damaged. You have the responsibility to report dangerous situations (such as unsafe equipment).	Using threatening gestures, fighting and throwing objects. Moving about unsafely or inappropriately (such as riding bikes, skateboards where there are pedestrians). Damaging or hiding property, stealing, and using other people's property without permission.
2. You have the right to be an individual and enjoy School.	You have the responsibility to be kind to everyone.	Using any means or device to: cause physical or verbal harm, make fun of people, tease, write hurtful notes.
3. You have a right to a fair share of the teacher's and class time so that you can do your work.	You have the responsibility to allow others a fair share of the teacher's and class time.	Calling out, constant interruptions, deliberate noisiness during class quiet times, distracting others from their work, or interfering with other's work.
4. You have the right to learn both individually and in groups, in all lessons.	You have the responsibility in all lessons to carry out and complete individual and group tasks to the best of your ability. To seek help when needed. To be on time. To bring books and equipment	Poor attendance, truancy, constant lack of attention, failure to complete set tasks, failure to participate in and contribute to group tasks.
5. You have the right, at the appropriate time, to be listened to when you put your point of view in a lesson.	You have a responsibility in all lessons to listen to, consider and respond to other people's point of view. The response must be appropriate and at an appropriate time.	Talking when others are putting their point of view, not paying attention to what they say, not responding politely.
6. You have a right to suggest changes to School rules through your Class teacher and initiate new rules and policies.	You have a responsibility to obey School rules and directions from people in charge, and to be aware of the rules.	Breaking School rules, complaining about School rules without trying to change them.

Corporal Punishment

Any form of corporal punishment is strictly prohibited, nor does the School encourage or condone the use of corporal punishment by any other persons, including parents, on behalf of the School.

Aggression and Harassment

The following steps are to be implemented in cases of violent physical aggression or other forms of severe harassment that occur spontaneously or in cases of repeated incidents of a more or less minor nature.

Before taking action at least two teachers must confer, preferably the Class Teacher(s) and a member of Executive.

The Steps

After providing medical / pastoral care:

1. Immediate separation of students involved and removal from situation
2. At least two teachers confer, preferably the class teacher and a member of Executive
3. Prevent reprisals/escalation
4. Contact parents
5. Discuss in class if appropriate
6. Resolve dispute. Failure to obtain a satisfactory outcome in step 6, or on a repeat offence, go to step 9:
7. Follow up with parents
8. Complete incident form
9. Long suspension. In cases of an extreme nature proceed to step 10:
10. Expulsion

Implementation

1. Immediate separation & removal from situation

- Promptly identify and suspend the aggressor(s)
- Pupils are supervised away from class for the remainder of that day and return to School only when accompanied by a parent or guardian.
- There may be a need to provide supervision to buses or for parents to provide transport home.
- Confer with a Co-ordinator and make sure that Class Teacher is informed.

2. At least two teachers confer, preferably the class teacher and a member of Executive

3. Prevent Reprisals / Escalation

- This could mean supervised separation of the protagonists and their cohorts.

4. Contact Parents

- Contact all parties by phone that day or night. It is important to diffuse hostility between all concerned as quickly as possible.

5 Discuss in Class

- This must take place at the earliest opportunity. Give warning that reprisals will not be tolerated. Make sure that all teachers are informed of incident, this is especially important in terms of making sure that the students involved are adequately supervised during breaks.

6. Resolve the Dispute

- Facilitate meetings to “work things out”.
- It is important that students, who take violent action in settling disputes, and those who provoke violence, become conscious of the effect caused by their behaviour.
- Students will be brought to accept responsibility for the outcomes of their actions and will actively redress the injury caused.
- It is important that the needs of a victim of an unprovoked assault (note: provocation can never be passive) are met. The victim will need to be assured that there is nothing “wrong” with them, that they are not responsible for the incident and that they have a perfect right to “be themselves”. They will need to be assured of their safety in the future.

7. Follow up report to parents

- A written or verbal report must be sent to parents of all parties involved so that they know what action has been taken.

8. Complete incident form

- This can be found in cupboard in front Office. Please give completed form to member of Office staff for filing.

9. Long Suspension

Failure to “work things out” may result in suspension from School. This may be either:

- out-of-school suspension for a limited time
- in-school suspension (isolation) for a limited time

Repeat offenders: proceed to step 9

10. Expulsion

In extreme cases this would lead to expulsion from the School.

Police involvement

If the possession of weapons is involved, the School will notify the police liaison officer, who will determine the course of action together with the Principal.

In the case of an actual assault involving a weapon, the Principal is required to notify the police.

Bag Searches

In the case of a strong suspicion of possession, student bag searches may be conducted. A co-ordinator will inform the parents before doing so and ensure the presence of a witness while bags are searched.