

ST EUPHEMIA COLLEGE

7-12



STUDENT WELFARE POLICY AND GUIDELINES 2014

1. Rationale

Effective learning and teaching are much easier to achieve where a positive ethos and good discipline prevail. In sending their children to School, parents and caregivers rightly expect that their children will learn in a safe and supportive community concerned for their welfare.

A critical factor in achieving the goals of education is the aspiration of students to do well. Good classroom management improves the level of aspiration of students. St Euphemia College High School's commitment to establish an environment where young people can be safe and happy, acquire self discipline and not be disadvantaged because of the behaviour of others is of prime importance.

All students are to be given every opportunity to fulfill the School's motto 'Strive for Excellence'.

2. Definition

Discipline is about understanding the rules (of School and community) and understanding what happens when the rules are broken (consequences). It is about learning to be responsible.

Student Welfare encompasses everything that the School community does to meet the personal and social needs of students and enhance their well being. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

Bullying is when a person or group of people repeatedly act in ways that deliberately cause hurt, fear or embarrassment to another person, even though they have been asked to stop.

Harassment – St Euphemia College's Anti-bullying policy and procedures is a separate document which must be read in conjunction with this policy.

3. Applicability

All students, staff, parents and caregivers of St Euphemia College.

4. Guidelines for Implementation

The focus of this policy is on developing student responsibilities, encouraging respect and creating good conditions for effective teaching and learning.

Discipline at St Euphemia College is based on the following main principles:

- all students should develop self discipline
- all students have the right to an education without interference from other students
- caring for others is the basic standard of behaviour in all situations.

5. Documentation

This policy must be read in conjunction with other policies related to the needs and requirements of staff and students:

6. Guidelines and Procedures

The Welfare Policy has five parts:

- School Code of Conduct
- strategies to promote good discipline and reinforce student achievement
- practices designed to recognise and reinforce student achievement
- strategies for dealing with unacceptable behaviour
- anti bullying strategies (see Anti Bullying Policy).

PART 1. SCHOOL CODE OF CONDUCT - RIGHTS AND RESPONSIBILITIES

Every student in the College has rights and responsibilities. Rules are formulated to ensure that rights and responsibilities are observed.

Student Rights

Students have the right to quality education in safe and supportive environments which provide opportunities for personal development. They have the right to be treated with respect and fairness. In meeting these obligations, St Euphemia College High School strives to provide:

- quality instruction in a clean and safe environment
- opportunities for growth through extra and co curricular activities
- individual assistance whenever possible
- encouragement and reward for positive behaviour and achievements
- opportunities to express ideas in interactive settings
- confidential personal guidance when appropriate
- processes for pursuing student rights in the event of disciplinary action
- appropriate intervention to address inappropriate behaviour.

Student Responsibilities

Accompanying these rights, students have responsibilities to participate in College activities in a positive way and to respect school property and the rights of others. In fulfilling these responsibilities, students strive to:

- demonstrate respect for self, school, staff, other students and School visitors
- follow school rules, regulations and directions given by staff
- take good care of the property of others and of the School
- attend School regularly and come to School prepared to learn
- dress neatly in School uniform and wear the uniform with pride
- uphold the College's motto 'Strive for Excellence'
- convey College information to parents or caregivers
- uphold expected standards of behaviour in the classroom, in the playground and while travelling to and from School
- maintain acceptable standards of behaviour while on excursions, participating in or attending sporting and other activities.

PART 2. STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING WITHIN THE SCHOOL

The College encourages effective discipline by:

- providing an appropriate curriculum to meet the needs of each student
- supporting students in achieving success in learning
- developing a small number of easily understood rules which are fair, clear and consistently applied
- discussing with parents or caregivers their role in promoting acceptable student behaviour
- attending appropriate training and development programs
- providing appropriate support programs eg counselling and learning support
- providing programs that develop self discipline, self evaluation, communication and conflict resolution skills eg Peer Support, SRC.

The most effective form of discipline is self discipline, where the student makes choices.

There are occasions when students make the wrong choice and the College needs to apply consequences. Every community, including a School community, needs rules to live by. St Euphemia College High School rules are based on mutual respect, clarity, consistency, practicality and fairness.

PART 3. PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

For the Majority

Positive behaviour is reinforced by rewarding students and by providing recognition through awards programs and opportunities for participation in School activities that supplement the School program. Student recognition programs are available to all students.

Rewards play an important part in motivating students. A school based system of merit cards is in place which is designed to recognise and reinforce student achievement. The system provides opportunities for students to:

- enjoy success and recognition
- make a useful contribution to School life
- derive enjoyment from their learning.

Classroom Merit Certificates

Classroom merit certificates provide positive recognition to students for:

- outstanding academic achievement
- consistent class work / homework
- consistent and commendable behaviour
- outstanding participation
- working to the best of their ability
- willingness to assist teachers / other students
- improvement in assessments / class work
- improvement in behaviour
- community service.

The onus is on the student to collect 5 classroom merit certificates and to submit them to the Year Coordinator who maintains a record and stamps the certificates before handing them back to the student.

The classroom teacher and the Faculty Coordinator sign classroom merit certificates. These will be issued to students in class.

School Merit Certificates

School merits are gained when 5 classroom merit certificates are achieved and handed in to the Year Coordinator. The Year Coordinator will sign the merit certificates and keep a record of the number received by each student. These certificates will be issued to students in class or at year meetings.

Principal's Award

5 School merit certificates = a Principal's Award (i.e. 25 classroom merit certificates). These are signed by the both the Year Coordinator and Principal and are handed out at formal assemblies.

Medallions

Medallions are awarded as follows:

Bronze	=	30 classroom merit certificates (6 School merit certificates)
Silver	=	40 classroom merit certificates (8 School merit certificates)
Gold	=	50 classroom merit certificates (10 School merit certificates)

Medallions are handed out on Presentation Night and a letter of congratulations accompanies the medallion.

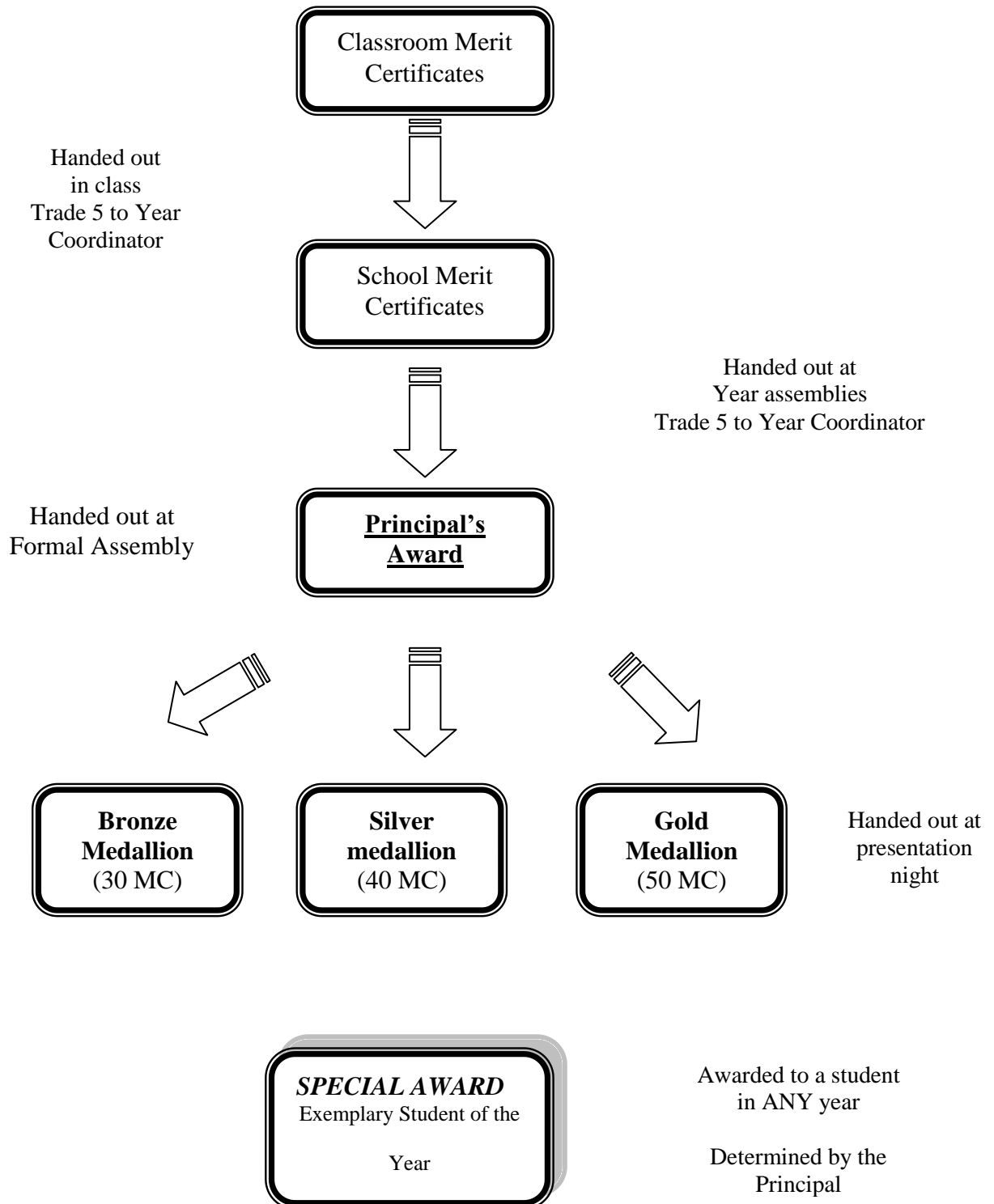
Special Award

This is the highest award offered by the College. It is the 'Exemplary Student of the Year Award'. This award is determined by the Principal and is based on academic, cultural, sporting, or School service achievements. It is presented to a single student in the College. The award is presented on Presentation Night and a letter of congratulations accompanies the award.

More generally, practices designed to recognise and reinforce student achievement include the following:

- merit certificates
- ongoing, regular contact with parents or caregivers e.g. letters, newsletter, telephone
- commendations at assemblies and special School activities
- fostering positive relationships with the local media to promote public acknowledgement of the School and individual achievements
- letters of congratulations to those students who achieved to the best of their ability in their Semester Report
- modelling of consistent and caring behaviour by staff.

POSITIVE BEHAVIOUR



PART 4. STRATEGIES FOR ADDRESSING UNACCEPTABLE BEHAVIOUR

For the Few

St Euphemia College High School is committed to building and maintaining a School climate which is conducive to positive behaviour and which addresses any negative behaviour in a firm, fair and consistent manner.

The Student Welfare Policy of St Euphemia College High School aims to:

- make students responsible for their own actions
- promote self discipline
- reinforce appropriate behaviour
- correct inappropriate behaviours through a system of levels.

Integral to this is the idea that student management involves positive reinforcement as well as logical consequences for inappropriate behaviour. This involves a process of conflict resolution which:

- includes a clear statement of consequences for negative behaviour
- is based on a non confrontational approach
- is founded on the principle of restitution.

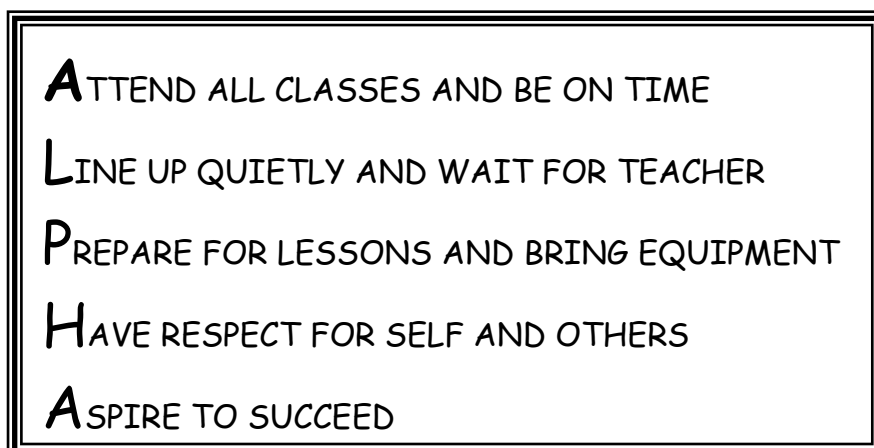
*Discipline is not punishment.
It is for teachers and students to impose limits on themselves.*

The Student Welfare Policy sets out the responsibilities of students and teachers and has **three levels of intervention** which depend on the seriousness of the negative behaviour.

CATEGORY ALPHA

The School has developed the **ALPHA** Code of Conduct. This is a set of classroom rules and a code of behaviour that is concise and easy to follow.

CLASSROOM CODE OF CONDUCT



'STRIVE FOR EXCELLENCE'

Students are encouraged to take responsibility for their own behaviour. To assist them in this regard the ALPHA Code of Conduct has been formulated and is displayed in each classroom as a reminder and reinforcement of student rights and responsibilities.

Inappropriate behaviour starts and stops here!

DISRUPTIONS INSIDE THE CLASSROOM

Inappropriate behaviour that is not frequent or serious enough to significantly interrupt the learning climate or endanger the well being of others is classified as *Category Alpha*. Most behaviours of this type can be dealt with adequately by the classroom teacher alone or in collaboration with other teachers.

At the classroom level, teachers are expected to keep records as they monitor student performance. As far as possible, teachers take responsibility for classroom climate and rapport. In situations where poor classroom behaviour occurs, various sanctions apply. These sanctions form part of the Classroom Management Plan and inform students about infractions and their consequences. [See Appendix 1](#)

All staff are provided with booklets of the Classroom Management Plan. Teachers complete the sheet and forward it to the secretary designated to enter these infractions into the Demerit Database. Alternatively, teachers can automatically enter the infractions themselves. Students, Parents and Caregivers can request copies of the student's discipline record (accumulated Demerit List). The information contained in the discipline record includes the date of the incident, the teacher involved, the incident itself and any follow up measures that have been taken.

A detailed list of classroom infractions and their consequences appear in the School diary and in every classroom.

SOS Desk

On some occasions students will be disruptive in class. If a student disrupts a lesson they will be given a first warning. Continued disruption will incur a second warning and consequently a demerit. If a student continues to disrupt a lesson they will be placed in SOS. This is equivalent to Time Out within the classroom.

The SOS desk is a designated desk in the classroom which has a list of rules ([see Appendix 2](#)) relating to student expectations whilst at that desk. It is important that students are made aware that placement at the SOS desk is considered a serious step.

A student will be issued with an SOS note by the classroom teacher to inform parents/caregivers of the disruptive behaviour and that a student has been placed on SOS ([see Appendix 3](#)). Whilst at the SOS desk students must complete an SOS contract ([see Appendix 4](#)).

Students remain at the SOS desk until the relevant notification form to parents/caregivers has been signed and returned to the classroom teacher. They will remain in SOS for a minimum of two lessons. Copies of the notification form must be forwarded to the Year Coordinator.

A student who misbehaves at the SOS desk will be referred to the Faculty Coordinator who may place them on "Time Out".

The SOS desk is seen as the ultimate classroom sanction. [See Appendix 5](#) for Guidelines on SOS.

UNACCEPTABLE BEHAVIOUR OUTSIDE THE CLASSROOM

Behaviour which is deemed unacceptable outside the classroom is the responsibility of all staff. This includes staff that are on playground duty but also staff who happen to be in the corridors or in the playground in the normal course of their work. Unacceptable behaviour outside the classroom includes:

- littering
- inappropriate language
- out of bounds
- inappropriate behaviour at the canteen
- misbehaviour in assembly
- misbehaviour in Church.

The Year Coordinator has the responsibility for student behaviour outside the classroom.

CATEGORY MI

Don't go there!!

Inappropriate behaviour that reaches the level where its frequency and nature is disruptive to the learning environment is considered to be *Category Mi*. Behaviour of this type will be handled by the Faculty Coordinator or Year Coordinator.

Category Mi behaviour includes:

- pulling chairs out from others
- arguing with teacher
- pushing / tripping students
- dangerous behaviour
- not attending lunch detentions or playground duty
- swearing
- cheating / malpractice
- persistent disruptions at Category Alpha.

Consequences available include:

- student / Faculty Coordinator conferences
- after school detentions
- communication written / verbal / interview with parents or caregivers
- written / verbal apology
- Time Out
- any combination of the above.

AFTER SCHOOL DETENTIONS

After School detentions are the responsibility of the Year or Faculty Coordinator. They will be held on Friday afternoons and supervised as per a roster basis by teachers. The detention folder is to be kept in the High School Administration Coordinator's office and will be given to the teacher on duty each Friday. After School detention notification notices are automatically generated by the demerit databank and are issued for various reasons.

Students will be given an after School detention for a number of reasons:

- through the demerit system: an accumulation of 5 demerits in one area will amount to an after school detention eg 5 homework demerits
- some infractions however incur an automatic detention. These include: swearing, being rude, arguing with or defying a teacher, truanting a period, at the Year or Faculty Coordinator's discretion, at the Director's discretion, at the Principal's discretion.

Students will be given a detention letter at least 24 hours prior to the detention. The letter must be signed by a parent or caregiver and returned to the School on the day that the detention is to be completed. If students appear at detention without their note signed they will not be allowed to complete the detention and will be recorded as having missed a detention.

Provisions may be made for students who are unable to attend School detentions.

During the detention, junior students will be required to repeatedly copy out the detention rules and regulations and the School Code of Conduct. They are to be copied for the duration of the detention as a reminder that students need to respect and follow School rules. Senior students may do schoolwork whilst on detention.

Failure to attend 3 after School detentions will result in referral to the High School Administration Coordinator and may lead to Saturday detention.

TIME OUT

A student who causes repeated problems may be withdrawn from all classes and placed in a separate, safe and supervised area for a specified number of days. The student does not attend regular classes until a specified time is completed and may only leave the assigned area with permission from the supervisor. The students may not participate in any extra curricular activities. This is an alternative to out of School suspensions and is applied in the following situations:

- students who are disruptive whilst in SOS
- at the Principal's discretion.

A student will only be released from Time Out if parental contact has been made (preferably through interview with the Faculty Coordinator, Year Coordinator or the Principal). See [Appendix 6](#) for Time Out Letter and [Appendix 7](#) for Guidelines for Time Out.

Teachers will be advised of students who have been placed in Time Out through the morning 'Daily News'.

RED CARD (SELF-MANAGEMENT REPORT)

Red cards are a self monitoring student management system. Students may be placed on red cards for the following reasons:

- student's request - When students feel that they are unable to fulfill their responsibilities and need to be reminded to stay on task, they may ask the Year Coordinator to place them on a red card
- parent or caregiver request - for the same reason
- students who have re-entered the classroom after Time Out.

Teachers will be advised of students who have been placed on Red Card through the morning 'Daily News'.

SATURDAY DETENTION

St Euphemia College High School has implemented a program of Saturday Detention which is used to address various infringements of the school's Code of Conduct.

Saturday Detention is a disciplinary option in lieu of suspension. The intent of this program is to discipline students without interrupting their education. It is to be used to address issues including, but not limited to:

- truancy
- excessive demerits
- missing three or more after School detentions without a valid reason
- failure to attend compulsory School events (eg Independence Day March, Church Attendance)
- issues calling for suspension
- other issues, at the discretion of the Principal.

Saturday Detention is detention outside of regular School hours held on a designated Saturday (usually scheduled on a monthly basis) from 9:00 am. to 11:00 am. Students must attend in full School uniform with sufficient academic resources to keep them productively engaged for the duration of the detention.

CATEGORY OMEGA

End of the line!!!

These behaviours require immediate and urgent intervention.

Category Omega behaviour includes:

- illegal behaviour
- violent behaviour
- destroying School property
- interfering with other peoples' property
- stealing.

This type of behaviour is dealt with by Year Coordinators, Faculty Coordinators and the Principal and can include:

- parent/caregiver conference
- time Out
- suspension
- exclusion

SUSPENSION AND EXCLUSION FROM SCHOOL

At the higher end of the graded scale of responses to unacceptable behaviour are suspension and exclusion of students from School.

The Principal is responsible for the educational leadership and effective management of the College. Part of that management responsibility involves ensuring the provision of a safe and harmonious work environment for students and staff and, in particular, an effective learning environment.

In this context, and consistent with policy, the Principal has the authority to suspend or expel a student. Consistent with legislation and policy, the Principal also has the authority to determine the conditions for a student's continued enrolment. He will exercise this authority having regard to his responsibilities to the entire School community and the principles of procedural fairness and natural justice.

Suspension

Suspension is a strategy used to give students time to reflect on their behaviour and to encourage the students to take responsibility for improving their behaviour before they rejoin their peers at School. The full range of School student welfare and discipline strategies will have been implemented, in most cases, before a suspension is imposed.

Suspension highlights for the students and the parent or caregiver the unacceptability of the students' behaviour and the parents/caregivers responsibility for remediation of that behaviour. This will include the provision of counselling and access to special behaviour programs. The College will work in partnership with parents or caregivers in assisting students to rejoin the School community.

As long as the behaviour is unacceptable, a student's continued enrolment will be in jeopardy.

The Principal will suspend any student who commits the following offences:

Possession of a suspected illegal substance

- Schools must be places which are absolutely free of illegal drugs.

Violence

- Any student intentionally causing injury or threatening serious violence against another student or a teacher is to be suspended immediately.

Possession of a weapon

- Any student in possession of a prohibited weapon, or using, or threatening to use, any item or instrument as a weapon, is to be suspended immediately.

Persistent disobedience

- Students, who, in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, are to be suspended.

Criminal behaviour

- If behaviour is criminal or there is evidence of a suspected crime, the Police will be notified. Students, like the rest of the community, are subject to the criminal law.

There are two types of suspension - short and long. Short suspension means that a student is suspended from School for one to four School days. Long suspension means a student is suspended from School for up to 20 School days depending on the severity and frequency of the incident.

Exclusion

Exclusion means that a student has to leave the College. The Principal can expel a student from the College for any of the reasons stated above depending on circumstances and seriousness of the behaviour.

The decision to exclude a student may be made on the basis of:

- negative behaviour of a student of any age
- unsatisfactory participation in learning by a student of post compulsory age.

Students will not be excluded from School without approval from the Board of Governors.

Procedural fairness

This policy is based on procedural fairness which is considered to be a basic right for everyone when dealing with welfare matters. Two rules are to be considered: the 'Hearing Rule' and the Right to an 'Unbiased Decision'.

'Hearing Rule'

The 'Hearing Rule' includes the right of the person against whom an allegation has been made to:

- know the allegation and any other relevant information
- 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 allegation.

'Right to an Unbiased Decision'

The 'Right to an Unbiased Decision' includes the right to:

- impartiality in investigation and decision making processes
- an absence of bias by a decision maker.

Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegation made in witness statements.

In matters of suspension or exclusion, the Year Coordinator or Faculty Coordinator will conduct the initial investigative process. This will involve interviewing persons involved and the collection of written incident reports. These reports and documented interview notes will be forwarded to the Principal. Those involved will then be interviewed by the Principal and Year Coordinator/ Faculty Coordinator, so a decision can be made. It may be necessary for the Principal to interview other students directly involved.

Where an exclusion or suspension is involved, the Principal will conduct parent or caregiver interviews to discuss the incident. Notes will be taken at all interviews by the Year Coordinator or Faculty Coordinator.

Procedural fairness is afforded to all students at the College. If a student feels that a decision related to discipline is unwarranted or excessive, he/she has the right to be heard and will be given the opportunity.

Underlying the School's discipline policy is the belief that corporal punishment is expressly prohibited. It explicitly sanctions the administering of corporal punishment by non-School persons, including parents or caregivers, to enforce discipline at School.

Rules and procedures pertaining to Student Welfare appear in the St Euphemia High School diary.

7. Roles and Responsibilities

Every teacher has a responsibility for student welfare and is expected to display warmth, supportiveness and respect towards students. There are, however, personnel with specific roles relating to student welfare.

Responsibility of the Principal:

The Principal is expected to:

- provide leadership and direction in relation to the Student Welfare School Policy
- support the staff and executive in implementing this policy
- encourage an atmosphere which allows all students to achieve their personal best in all areas of School life
- authorise immediate action in situations where serious student misbehaviour occurs
- ensure that a commitment to student welfare underpins all the policies and activities of the School
- ensure the School community reviews policies and practices related to student welfare
- ensure that the Board are consulted of any proposed exclusions
- support staff coordinate whole school welfare initiatives to ensure that programs are planned, implemented and evaluated.

Responsibility of the Year Coordinators:

Welfare Committee Roles

- implement, monitor, evaluate and revise all aspects of the High School Child Protection and Welfare policies ensuring compliance with Board of Studies requirements
- oversee student welfare/discipline/anti bullying in the High School
- undertake the development, implementation and review of the High School's behaviour management policy and procedures
- reinforce classroom discipline procedures including the Red Card System
- liaise with the Principal, parents, caregivers, teachers and priests regarding behavioural, discipline and pastoral care issues
- remain up to date with professional bodies, State and Federal Government Legislation
- ensure that copies of policy documents are available to staff members, parents, caregivers and students
- meet once a month to discuss the progress and achievements of students and decide on specific responses to discipline and welfare concern.

General Roles

- be responsible for welfare/discipline/anti bullying and student management outside faculty classes/activities
- monitor student behavior and ensure that appropriate student records are kept, privacy requirements are adhered to and that all students are aware of their responsibilities and entitlements
- maintain student welfare/discipline/anti bullying records
- access and review student welfare discipline /anti bullying records at least every 2 weeks. Counsel students and discuss with teachers as required
- interview students (with teachers, Faculty Coordinators, etc.) compile progress reports and make recommendations to the Principal for Time Out for home suspensions

- monitor individual students eg, academic progress, enrolment agreements, behaviour, attendance and take appropriate action as required. Establish effective procedures to assist students who are deemed to be ‘educationally at risk’
- consult staff (particularly teachers, School Counsellor and Learning/Literacy Support Teacher) to help plan student learning, academic and welfare support programs
- disseminate appropriate information to School personnel regarding issues affecting students in the year
- ensure the early reporting of students’ learning, behavioural or application difficulties to the Principal, parents and caregivers
- meet/liaise with the Principal/parents/caregivers/teachers/students, other Year Coordinators, and the parish priests regarding behavioural, discipline and pastoral care issues. Document the outcomes of the meetings
- coordinate the involvement of the parish priests in School Welfare activities and programs
- resolve conflicts between students, teachers, parents and caregivers
- coordinate activities within the year including orientation programs, parent or caregiver/teacher evenings, year meetings
- organise orientation programs for new students
- collate nominations for special awards on Presentation Night
- ensure that Child Protection Investigation Officer credentials are up to date
- initiate processes to establish better communication with parents or caregivers and the community
- other duties as requested by the Principal.

Responsibility of the Faculty Coordinators:

- responsible for welfare/discipline and student management within faculty classes/activities according to School policies, guidelines and procedures
- initiate strategies and lead faculty staff in designing responses to manage challenging student behaviour
- support faculty teachers with classroom management regarding student welfare/discipline within faculty classes/activities
- refer student welfare/discipline matters to the Principal if recommendations for Time Out, home suspensions or exclusions are considered necessary
- counselling students about their behaviour
- being aware of and encouraging students who work positively in their subject areas
- signing and supporting the presentation of merit certificates
- prepare book vouchers for Presentation Night award winners. Maintain records of these
- organise and record certificates for Presentation Night
- communicate with students, parents, caregivers, Principal, teachers and community members concerning welfare matters.

Responsibility of Staff:

- manage classroom discipline issues in the first instance
- approach Faculty Coordinators with welfare and discipline issues
- talk with Year Coordinators about welfare matters
- liaise directly with parents or caregivers when necessary.eg parent/caregivers/teacher nights
- provide lessons which are relevant and which will assist students in their learning
- help students whenever possible and offer advice when they feel it is needed
- reward student effort and achievement when appropriate
- ensure that they are familiar with the Student Welfare Policy and Anti Bullying Policy

- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents or caregivers
- participating in the School community's implementation of the Student Welfare Policy.

Responsibility of the School Counsellor:

Some students self refer to the Counsellor. Others are referred by the Year Coordinator, Faculty Coordinator, a teacher or a friend. Where issues are identified, the School Counsellor works closely with family, staff, Year/Faculty Coordinator and the Principal to help the student.

- offer confidential service to help and support students who have particular needs
- meet with students and assist those experiencing academic and/or personal issues
- work with the parents or caregivers and the teachers
- assist teachers to develop a greater understanding of child and adolescent development.
- assist students to manage issues that impact on their School and personal life
- provide counselling and psychological assessment of students with specific needs
- collaborate with classroom teachers to improve student learning outcomes and to address specific welfare needs
- provide individual or group counselling to students, parents or caregivers and teachers
- assess students who may be experiencing learning difficulties or may need to be extended in their studies
- assist in the management of behavioural difficulties of students and assist staff to monitor and implement appropriate programs
- offer support to students on suspension or returning from suspension
- assist students in their application for special provisions for Higher School Certificate examinations and in the applications for tertiary access schemes - *Educational Access Schemes* (EAS)
- assist students with study skills, stress management and relaxation strategies
- facilitate referrals to school education support services such as the Department of Health
- participate in the work of the College Student Welfare Committee
- assess students' needs using psychological and educational tests, rating scales and observation, and report the results to parents, caregivers and teachers
- counsel students with identified welfare needs, individually or in groups.

Responsibility of the Parents/Caregivers:

- set examples of positive behaviour for their children
- regular reinforce respect for others at home, at School and in the community
- be informed of significant changes and any other important welfare information
- communicate with relevant staff members
- be positive about their children's involvement in School activities
- be informed about the Welfare and Anti Bullying Policies
- support the Welfare Policy by developing their children's understanding of rights and responsibilities
- contact the College to discuss their children's progress or welfare
- participate in school activities
- share responsibility for shaping their children's understanding about acceptable behaviour
- work with teachers to establish fair and reasonable expectations of the School.

Responsibility of Students:

- discuss discipline matters with Class Teachers /Year Coordinator/Faculty Coordinator and Principal
- discuss welfare matters with Year Coordinator
- develop self-discipline by recognising the rights and responsibilities of members of our School community
- be acknowledged and rewarded for personal effort and achievements in the School
- seek information and assistance whenever necessary from Year Coordinators, Faculty Coordinators, staff and welfare personnel
- act according to the discipline code established by the School community
- contribute to the provision of a caring, safe and supportive environment for fellow students, staff, parents, and caregivers
- actively participate in the learning and teaching process
- provide their views on School community decisions, including reviews of student welfare, using agreed upon processes which include student representative councils.

Role of the School Prefects

The school prefects are expected to:

- set an example for other students, both in and out of the classroom
- help conduct school assemblies
- help supervise and manage student behaviour
- assist in playground supervision, canteen duty, out of bounds areas.

Prefects are models to the junior School. Badges are earned. If prefects do not effectively fulfill their duties, badges may be withdrawn

Peer Support

Peer Support is about students helping students. At St Euphemia College, peer support is facilitated through the SRC and the Year 11 Peer Support Leaders Program. The School conducts a Peer Support program through which students assist, support and act as positive role models for younger students and students new to the School.

The Peer Support Leaders Program is designed to assign mentors to newly arrived Year 7 students at the beginning of the year. The Year 7 Orientation camp held very early in the year aims to build friendships between the Year 7 students and the peer support leaders to assist with the transition into High School. Peer Support Leaders help to make sure that new students settle in quickly and comfortably into the College.

The SRC peer support processes are detailed in the School's Student Leadership Policy and Procedures.

The very supportive atmosphere in the School owes a great deal to the way senior students look after junior students.

8. Policy Review

This policy will be reviewed as required.

APPENDIX 1: CLASSROOM MANAGEMENT FORM



ST EUPHEMIA COLLEGE STUDENT BEHAVIOUR

STRIVE FOR EXCELLENCE

ΤΕΛΕΙΟΙ ΓΙΝΕΣΘΕ

CLASSROOM INFRACTIONS AND CONSEQUENCES

Infraction	Code	Consequence
Not having books/equipment/diary	1	Demerit
Failure to complete homework	2	Demerit/diary entry
Failure to complete class work	3	Demerit/diary entry
Eating/chewing/inappropriate behaviour	4	Demerit
2 x Warnings	4	Demerit
Late to class without note	5	Demerit
Rude to teacher/arguing with teacher	6	Afterschool detention
Swearing	7	Afterschool detention
Miss detention/tutorial/truancy	8	Afterschool detention
Unsatisfactory presentation/grooming	9	Afterschool detention
Misbehaviour at sport/excursion	10	Afterschool detention
Dangerous behaviour	11	Afterschool detention
SOS Warning	12	Noted
Uniform	12	Demerit
Other		

Underlying the School's discipline policy is the belief that corporal punishment is expressly prohibited. It explicitly sanctions the administering of corporal punishment by non school persons, including parents and caregivers, to enforce discipline at school.



ST EUPHEMIA COLLEGE SOS IN CLASS TIME OUT RULES

STRIVE FOR EXCELLENCE

ΤΕΛΕΙΟΙ ΓΙΝΕΣΘΕ

- 1. I must try to work out my problem.**
- 2. I must not talk to or disturb other students.**
- 3. I must ignore all other students.**
- 4. I must not lend or borrow equipment.**
- 5. I may not ask questions or participate in class discussion.**
- 6. I must be polite and courteous at all times.**
- 7. I must remain in my seat.**
- 8. I must work silently.**
- 9. I must complete all tasks given to me by my teacher.**
- 10. I must catch up on the work I have missed.**

If I misbehave whilst in SOS I will be referred to the Faculty Coordinator who may place me in Time Out.

APPENDIX 3: SOS IN CLASS ISOLATION NOTE



SOS IN CLASS ISOLATION NOTE

Dear _____

I wish to inform you that your son/daughter _____

of Year _____ has been placed in class isolation (SOS) due to continued disruptive behaviour during _____ lessons.

If the misbehaviour continues while in the SOS, he/she will be placed in the Time Out Area. Time Out refers to withdrawal from all classes.

It is important that you:

- discuss the seriousness of the matter with your child
- sign the appropriate section below and return the **whole** note to the Faculty Coordinator whose name appears on this note.

Thank you for your cooperation.

Classroom Teacher: _____ Day/Date: _____ /____/2014

Faculty Coordinator: _____

NOTE: Please feel free to contact the Faculty Coordinator, by ringing the High School Secretary on 97968240, to make an appointment to discuss this matter.

H. Hirakis
Principal

ST. EUPHEMIA COLLEGE HIGH SCHOOL

Thank you for informing me promptly about my son's/daughter's behaviour. I will take the appropriate action as outlined in your letter.

Parent/Caregiver Name: _____

Signature: _____ Date: _____ /____/2014

APPENDIX 4: SOS CONTRACT



**ST EUPHEMIA COLLEGE
SOS CONTRACT**

STRIVE FOR EXCELLENCE

ΤΕΛΕΙΟΙ ΓΙΝΕΣΘΕ

Student's Name: _____

Class: _____

Date: _____

STUDENTS ARE REQUIRED TO COMPLETE ALL QUESTIONS AS SET IN THE CONTRACT HONESTLY AND INTELLIGENTLY.

BY SIGNING THIS CONTRACT THE STUDENT AGREES TO COOPERATE WITH THE TEACHER AND UNDERSTANDS THAT HE/SHE WILL BE IN SOS IN CLASS ISOLATION FOR AT LEAST TWO (2) PERIODS.

1. Why were you given your first warning?

2. Is it breaking the rules?
Yes / No (circle your answer)

3. Why were you given your second warning?

4. Is it breaking the rules?
Yes / No (circle your answer)

5. Why were you sent to this desk?

A GOAL IS SOMETHING WE AIM FOR, SOMETHING WE WANT TO ACHIEVE

6. What two goals do you have for your School life?

GOAL 1

7. What will you have to do to achieve this goal?

8. What will be the hardest part?

GOAL 2

9. What will you have to do to achieve this goal?

10. What will be the hardest part?

11. What two goals do you have for your personal life?

GOAL 1

GOAL 2

12. At School, whom could you ask to help you achieve your goals?

13. How does your current behaviour help you achieve your goals in either your personal or School life?

**IF IT DOESN'T, THEN: STOP
THINK ABOUT WHAT YOU ARE DOING
DO WHAT NEEDS TO BE DONE**

STOP – THINK – DO !!!!

Student's Signature _____

Teacher's Signature _____



ST EUPHEMIA COLLEGE

SOS WARNING SYSTEM A GUIDE FOR TEACHERS IN THE CLASSROOM

- FIRST WARNING - Noted
- SECOND WARNING - Demerit
- THIRD WARNING - Student is placed in SOS Desk and is required to fill out an SOS form.
- The student is to stay on the SOS Desk for the remainder of the lesson.
- The student is not to talk to other students from the SOS desk.
- Any other student that attempts to talk with the student on the SOS desk is to be issued with an Afternoon Detention for defying a teacher order.

FOURTH WARNING (STUDENT ON SOS DESK)

- Where practicable, the Faculty Coordinator is to be called to the classroom by a responsible student from the class to remove the SOS student.

OTHERWISE

- The SOS student is to be sent to the Faculty Coordinator accompanied by a responsible student from the class.

NOTES:

The Classroom Teacher must ensure that they have copies of the SOS form with them for every lesson. In a situation where there is no SOS form in the classroom, a responsible student is to be sent to the nearest staffroom to obtain the SOS form, not the student on the SOS desk.

The classroom teacher can place a student on the SOS desk for one more subsequent lesson. The classroom teacher must ensure that they fill in the SOS letter for parents for every student that is placed on the SOS desk. The Faculty Coordinator will have these forms.

Only the Faculty/Year Coordinators can issue a Time Out for student misdemeanours and infractions. The recommendation of the classroom teacher will be noted when making such a decision.

TEACHERS ARE REMINDED THAT STUDENTS ARE TO BE SENT TO FACULTY COORDINATORS NOT YEAR COORDINATORS FOR VIOLATIONS OF THE SOS SYSTEM IN THE CLASSROOM. ANY MISDEMEANOURS FROM STUDENTS THAT OCCUR OUTSIDE THE CLASSROOM ARE TO BE REFERRED TO THE YEAR COORDINATOR.

APPENDIX 6: TIME OUT NOTE



TIME OUT NOTE

Dear _____

I wish to inform you that your son/daughter _____ of
Year _____ has been placed in to Time Out. Time Out refers to withdrawal from all classes due to:

- a. continued disruptive behaviour while in SOS during _____ lessons
- b. inappropriate School behaviour
- c. an unsatisfactory Red Card report.

He/She will remain in the Time Out Area for _____ days.

After returning to class, behaviour may be monitored for a period of two (2) weeks under the Red Card System. If there is no evidence of improvement while on the Red Card, _____ will be returned to the Time Out Area.

Please discuss the seriousness of the matter with your child.

If you wish to discuss this matter further please make an appointment to see the Year Coordinator or Faculty Coordinator by ringing Ms Kotsidis on 97968240.

Thank you for your cooperation.

Teacher's Name: _____ Day/Date: _____ / ____ / ____ /2014

Year Coordinator: _____ Faculty Coordinator: _____

After returning to class _____ behaviour
student's name

H.Hirakis
Principal



ST EUPHEMIA COLLEGE

STRIVE FOR EXCELLENCE

ΤΕΛΕΙΟΙ ΓΙΝΕΣΘΕ

GUIDELINES FOR STAFF ON SUPERVISION IN THE TIME OUT AREA

1. Do not enter in conversation with student(s).
2. When work is brought to the Time Out Area it must be taken directly to the supervising staff member.
3. Do not allow student(s) to go to the toilet during period changes.
4. Students are not to be used for School service while in Time Out.
5. Recess and lunch breaks are to be organised appropriately outside normal times.
6. Ensure that students are supplied with work from their teachers and that the students complete this work.
7. The Supervisor must manage the student interaction in the Time Out Area. Students are not allowed to have discussions between themselves or borrow equipment. Strict behaviour rules apply.