



FLINDERS

CHRISTIAN COMMUNITY COLLEGE

Hope & Purpose through Christian Education

STUDENT WELLBEING POLICY

1. Policy commitment

- 1.1 Flinders Christian Community College (**College**) is committed to providing an environment and curriculum that support students to develop knowledge, understanding and skills to manage their own health and wellbeing and to support that of others. The College seeks to proclaim the Gospel of Jesus Christ as its priority in all aspects of school life. The College therefore, attempts to create and sustain an innovative learning environment that deals holistically with the educational, relational, spiritual and physical needs of students from a Biblical perspective.
- 1.2 The College recognises that the wellbeing of children and young people is enhanced, and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.
- 1.3 Educators who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

2. Scope

- 2.1 Student Wellbeing is a shared responsibility between the College, Staff, Parents and Guardians, Students, and any Associates of the College.
- 2.2 Staff and Associates of the College who attend the College premises or participate in any work or activities in connection with the conduct of the operations of the College must be familiar with and will be given access to this Policy, which is available in the College website.
- 2.3 Members of the community can also access this Policy in the College website.

3. Definitions

- 3.1 For definition of terms, refer to **Annexure 1**.

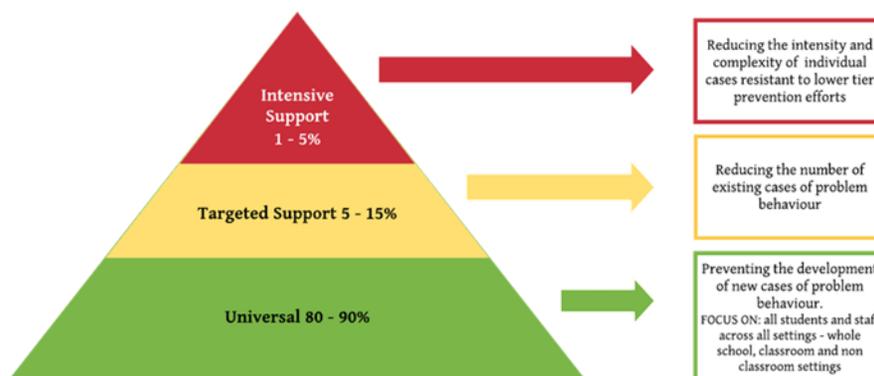
4. Guiding principles

- 4.1 Student wellbeing is a shared responsibility between the College, home and community. A successful partnership is achieved when all parties collaborate.
- 4.2 All students are treated with courtesy and respect.
- 4.3 The College provides a safe environment where the risk of harm is minimised, and students feel physically and emotionally secure.
- 4.4 The College's culture prioritises the welfare of students in line with the school's values and mission, and not just for reasons of compliance.

- 4.5 The College and its staff are committed to the wellbeing of students in the knowledge that a student's happiness and feeling of security are fundamental to his or her learning and growth as a young person.
- 4.6 The College requires parents and guardians to be actively involved in their child's wellbeing to ensure their regular attendance, collaborate with the College on positive role modelling and wellbeing strategies, offer support for their child and communicate clearly and honestly with the College about their child's needs.
- 4.7 The College provides for the spiritual, academic, social, emotional and physical development of students. It takes a positive approach to student wellbeing through its whole-college approach and through the implementation of health and wellbeing programs. These programs include positive education and mindfulness.
- 4.8 All staff members are aware of the importance of student wellbeing and of their obligations under the relevant state and commonwealth laws
- 4.9 To build positive relationships between teachers, students and parents.
- 4.10 To use co-operative and restorative approaches to resolving conflict.
- 4.11 Clearly articulated behaviour management practices are communicated to students and parents and upheld consistently and fairly by teachers.
- 4.12 The College does not permit corporal punishment.

5. Pastoral Care Services and Holistic Strategy to Student Wellbeing

- 5.1 Pastoral Services are provided by the Pastoral Care Staff and refers to a range of services available within and beyond the school which support students and their families, teachers, school leadership teams and staff. These services include counselling, debriefing, case management, education, advocacy and liaison; all of which foster a holistic approach to learning and teaching.



Student Behavior Management

- 5.2 The college commitment to the core values underpins student behavior management. Each member of the community is expected to contribute to and benefit from the active promotion of these values.
- 5.3 Restorative Practices: The most profound learning occurs when there is a healthy relationship between teacher and student. 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. By encouraging people to express their feelings, restorative practices build better relationships.
- 5.4 Behaviour management at Flinders Christian Community College is found in the staged responses to student Behaviour Management refer to **Annexure 2**.

6. Student Wellbeing Curriculum and Programs

- 6.1 The College provides an integrated and comprehensive curriculum approach that incorporates equitable opportunities for all students to enhance their own and others' wellbeing through their daily learning experiences
- 6.2 The College provides a curriculum that supports students to develop knowledge, understanding and skills that enables them to engage critically with a range of health and wellbeing areas and issues
- 6.3 identify areas where focused support or intervention is required to:
 - (a) improve each child's learning and development
 - (b) provide a curriculum that enables students to progress along the continuum of the Victorian Curriculum F-10 achievement standards, including the Towards Foundation Curriculum 'Levels A-D'.

7. Review process

- 7.1 This policy will be regularly reviewed by the College at least every 3 years or when there have been changes in the relevant laws and regulations which may affect the content of this Policy.
- 7.2 If you would like to provide the College with any feedback or suggestions to improve this Policy, please contact the Campus Director of Student Wellbeing or Executive Principal.

8. Relevant legislative requirements and associated policies

- 8.1 This Policy must be read in conjunction with:
 - (a) the law of the Commonwealth and Victoria including but not limited to:
 - (i) *Education and Training Reform Act 2006*;
 - (ii) *Education and Training Reform Regulations 2017*;
 - (iii) *Wrongs Amendment (Organisational Child Abuse) Act 2017*;
 - (iv) *Children, Youth and Families Act 2005*; and
 - (b) Ministerial Order No 625 – Procedures for Suspension and Expulsion;

- (c) Ministerial Order No 870 – Child Safe Standards – managing the risk of child abuse on schools;
- (d) Ministerial Order No 706 – Anaphylaxis Management in Victorian Schools;

Annexure 1 – Definition of Terms

Term	Definition
Associate	means any person that participates in the school environment including (but not limited to) volunteers, visitors, contractors, parents, students that are enrolled at the College that are over 18 years, other Children and young people.
Child	means a person enrolled as a student at the College and under the age of 18 years unless otherwise stated under the law applicable to the Child. Collective term for "Child" is " Children ".
College	means Flinders Christian Community College.
Staff	means an individual working in a school environment who is: <ul style="list-style-type: none">a. directly engaged or employed by the College's governing authority;b. a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); orc. a minister of religion engaged by the College.
Student Health	Means a student's level of satisfaction about the quality of their life at school. Optimal (or desirable) wellbeing is characterized by positive feelings and attitude, positive relationships with other students and teachers, resilience, and satisfaction with self and learning experiences at school.

Annexure 2 – Staged Responses to Student Behaviour Management



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BEHAVIOUR MANAGEMENT POLICY

We follow restorative principles to elevate student behaviour, empathy and cooperation.

AFFECTIVE STATEMENTS - We include feelings words and language to address low level yet high frequency behaviours.

Time investment - 1-3 seconds

AFFECTIVE INTERACTIONS - We quickly make 1 on 1 responses to poor behaviour choices from the past, through the present and into the future.

Time investment - 1-3 minutes

SMALL IMPROMPTU CONFERENCES - We use Restorative Questions to solve problems amongst and between groups.

Time investment - 9-10 minutes

LARGE GROUP - We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.

Time investment – Less than 15 minutes

FORMAL CONFERENCING – For the most serious, high impact behaviours and ongoing problems.

Time investment – 60 minute Conference and up to 2 days preparation

We support each other to elevate student behaviour and academic adjustments restoratively.

- Teachers look to address the behaviour by starting with Affective Statements before they escalate.
- Teachers are supported by Leadership to embed Restorative Language in Practice.
- From time to time, Teachers need to send students from the room with a view to later repairing the harm. When removed, all Students will be exposed to Affective Interactions facilitated by available School Leaders
- School Leaders look for ways to release Teachers to repair Student-Teacher relationship issues as a first response.
- We look for ways to include Parents in both the positive and negative behaviour patterns of their children.
- We use Restorative Conferences to return our Students from any internal or external suspension that might be required.
- We solve all problems Restoratively, through the lens of high expectation and high support.
- We are embedding the basic Restorative tenets of focussing on HARM and RELATIONSHIPS in response to all conflict and tension, including bullying behaviours.

RESTORATIVE QUESTIONS

FOR THOSE WHO HAVE DONE THE WRONG THING...

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you need to do to make things right again?

FOR THOSE WHO HAVE BEEN HARMED...

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

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BEHAVIOUR MANAGEMENT POLICY

This Behaviour Management Policy used in the College aims to reflect our College Core Values whilst endeavouring to uphold the aims of the school to 'Grow in Love'. For full details of the College's expectations of behaviour and standards of conduct go to: www.flinders.vic.edu.au/our-college/college-expectations/

BEHAVIOUR MANAGEMENT PRINCIPLES

We expect our student to demonstrate the following basic principles:

- Respect all people: their rights, needs, individuality, property, and the environment
- Be accountable: own and accept consequences for poor actions
- Be community minded: seek to always build positive and right relationships

APPLICATION OF THE POLICY

This policy is not restricted to the classroom. It applies to student behaviour in all areas of school life – travelling to and from school, in the classroom, in the yard, on excursions and representing the College in whatever capacity.

We believe that our students should:

- Be positively reinforced when their responsibilities are realised
- Be sensitively, fairly and yet firmly guided when they fall short of College expectations
- See that unacceptable behaviour has consequences.

STEPS IN BEHAVIOUR MANAGEMENT

It is the classroom teacher's responsibility as an educational professional to continuously develop a personal set of effective and appropriate classroom management skills. These skills will be developed with the assistance and support of the Year Level Coordinator/Head of House and the Head of School.

- Establish a set of essential agreements and values about behaviour for the class or group the first time you are together.
- Always show respect to students and expect the same in return. Do not allow for ongoing rudeness or disrespect.
- Teachers should remain vigilant, be aware and move around the classroom.

If a student chooses to ignore school conduct expectations, teachers should:

- Step One:** Clarify Expectations
- Step Two:** Take Appropriate Action (See suggested responses)
- Step Three:** Apply More Serious Consequence (e.g. Lunchtime Intervention and/or Community Service)
- Step Four:** Behaviour Referral

***NB staff should use discretion and common sense in determining whether an incident is 'low level' or more serious**

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BEHAVIOUR MANAGEMENT POLICY

LEVELS & EXAMPLES OF BEHAVIOURAL CONCERNS

Low level issues (Informal) **(including, but not limited to)**

- Not upholding school values
- Disobeying school rules – uniform, appearance (e.g. makeup, jewellery, piercings, nail polish, hair, facial hair)
- Mobile phone use
- Not respecting others – (e.g. refusing to follow teacher instruction, disruption, rudeness, discourteous, swearing)
- Low level conflict with another student – (e.g. rough play, disrespectful language, teasing)
- Damaging personal/school property
- Littering
- Chewing gum
- Lack of attendance (including punctuality)
- Disorganised
- Being out of bounds

Low level adjustments (Informal) **(including, but not limited to)**

- Incomplete homework
- Not handing in assessments
- Performing below expected academic levels

RESPONSIBILITY & SUGGESTED RESPONSES

Teacher action

The teacher will discuss the problem with the student, and implement an appropriate discipline measure such as:

- Affective statements & interactions
- Clear classroom expectations & agreed consequences
- Send the student to a pre-arranged class (or Year Level Coordinator/Head of House)
- Phone home by teacher
- Varieties of supervised community service at lunch time (e.g. tidying classrooms, rubbish collection, cleaning shared spaces etc.)

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Medium level issues (including, but not limited to)

- Repeated low-level behaviours
- Using offensive language
- Bullying (including cyber-bullying)
- Inappropriate mobile phone use
- Medium level conflict with another student – (e.g. social isolation/exclusion, unwanted physical contact)
- Interfering with and/or damaging another people's property
- Misbehaving in public
- Off campus without permission
- Cheating

Medium level adjustments (including, but not limited to)

- Failing assessment tasks, SAC's
- Diagnosed learning disorder
- Individual Learning Plan (including modifications to delivery of curriculum, assessment and reporting)
- Currently supported by Education Support

RESPONSIBILITY & SUGGESTED RESPONSES

Teacher action with Home Group Teacher and Year Level Coordinator/House Mentor and Head of House

In all cases, regardless of whatever other action is taken by the classroom teacher, the above concerns and issues **must** be immediately referred to the appropriate Home Group Teacher and Year Level Coordinator/House Mentor(s) and Head(s) of House. The teacher is to complete a written report detailing the behaviour/s and actions taken to date. The teacher will continue to work with the Year Level Coordinator/Head(s) of House to discuss the breach and determine the appropriate course of action taken. This should include the following:

- Affective Interactions and Small Impromptu Conferences
- Time out from class
- Lunchtime 'behaviour intervention' supervised by the teacher or Year Level Coordinator/Head of House
- Phone call home and/or parent meeting (if required) to discuss support measures
- Withdrawal from school extracurricular opportunities, events and functions
- Community service (within the school) for an appropriate and fair time

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High level issues (Formal) (including, but not limited to)

- Repeated medium level behaviours
- Fighting/Physical violence
- Serious misconduct or illegal activities – (e.g. possession of a dangerous weapon)
- Any form of illegal substance use or possession (including smoking, alcohol & drugs)
- High level conflict with another student – (e.g. blatant harassment, abuse (verbal, physical, emotional, sexual), neglect/abandonment)
- Deliberate, persistent and intentional bullying (including cyber bullying)
- Use of digital and social media content with harmful intent
- Physical or verbal abuse of a teacher or adult (including insolence, defiance, malicious intent)
- Risk taking behaviour
- Vandalism of property
- Theft
- Truant off campus

High level adjustments (formal) (including, but not limited to)

- Trauma, Self-harm
- Learning needs (including disability (physical, emotional), serious injury)
- Individual Learning Plan (including modifications to delivery of curriculum, assessment and reporting)
- Significant Education Support and/or external support services involved

RESPONSIBILITY & SUGGESTED RESPONSES

Year Level Coordinator/Head(s) of House Action with Head of School

In all cases, regardless of whatever other action is taken by the classroom teacher, House Mentor(s) or Head(s) of House, the above concerns and issues **must** be referred to the Head of School. The Year Level Coordinator/Head(s) of House need to complete a written report detailing the behaviour/s and actions taken to date. The Year Level Coordinator/Head(s) of House will continue to work with the Head of School. The Head of School will consult with appropriate personnel to determine the appropriate course of action. This should include the following:

- Any medium level responses
- Formal conferencing with stakeholders
- Suspension or Exclusion

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Suspension:

Suspension may be served either 'internally', 'externally' or a combination of both.

The Head of School will consult with appropriate personnel in such cases where the behaviour problem requires suspension; parents will be informed verbally and in writing.

During the period of suspension, contact will be made by the Head of House. Students will be given every opportunity to keep up to date with their studies and remain in contact with their teachers via Moodle.

Depending on the reasons for suspension, a contract or probation period may be required. Expected specific behaviours as determined by the College and consequences for not observing such behaviours, will be clearly outlined and documented. Parents will be informed verbally and in writing.

Exclusion:

The Head of School will consult with the Campus Principal in such cases where the behaviour problem is such that exclusion is warranted. Parents will be invited to attend a meeting at the school with their son/daughter at which the high-level breach is put in detail and the decision to exclude the student from further enrolment at the College outlined.

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Directed Concerns

Pastoral

Home Group Teacher / House Mentor / Teacher

e.g. minor friendship concerns, worries, difficulties within school, social or spiritual growth concerns. Linking with extra-curricular or partnering with student leaders for support, classroom set-up and arrangement, morning devotions. Parent first point of contact.

Year Level Coordinator / Head of House

e.g. mentoring including student leadership, student wellbeing, medical, family, personal or pastoral matters. Persistent academic parent/teacher concerns, medium-level behavioural concerns. Ongoing support during homeroom sessions, house occasions, chapel & assembly, parent meetings

Head of School/ Wellbeing Team

e.g. student leadership, school improvement, high level personal and pastoral matters in consultation with wellbeing, high-level behavioural concerns. In-school arrangements, DHS and/or external support, ongoing counselling/mentoring, formal parent conferencing.

Deputy/ Principal

e.g. as referred by Head of School or the Wellbeing Team

Academic

Teacher / Home Group Teacher / House Mentor

e.g. concerns and questions about students missing due dates, incomplete assessments, concerns about meeting standards. Extended family holidays where a student's learning is impacted.

Head of Faculty / Year Level Coordinator / Head of House

e.g. concerns over quality of teaching or inconsistencies in coursework, teaching, assessment and/ or reporting. Concerns with teaching spaces. Leaders of learning, lesson observation. Initial academic parent and teacher concerns

VCE, VCAL or VET Coordinator (for Senior School)

e.g. concerns over quality of VCE or VCAL teaching or inconsistencies in coursework, teaching, assessment and/ or reporting. Leaders of learning, lesson observation. Subject change / pathways consultation, approval for absence and extension, Distance Ed, VET

Head of Teaching & Learning (HoTL) / Wellbeing Team

e.g. ongoing concerns regarding quality of teaching & learning as elevated by HOF, YLC, HOH or VCE/VCAL coordinator. Timetable changes. Individual Learning Plans and case conferences. Review of student participation in acceleration or support programs, subject selection queries

Head of School

e.g. managing performance of teaching, curriculum and student learning in consultation with HOF, HoTL and Wellbeing team. Classroom observations, support and resourcing teachers and student learning in consultation with HoTL.

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Policy Manager	Director of Student Wellbeing
Contact	<p>Tyabb Campus Richard Van Orsouw Tel: 03 5973 2000</p> <p>Carrum Downs Campus Jonathan Flack Tel: 03 9785 0000</p>
Approval Authority	Executive Principal
Reviewed	Revised January 30, 2019