



POLICY NAME	Student Welfare and Discipline Policy		
POLICY NUMBER	WCC 006	VERSION	1
INITIAL DATE	14/01/2022	REVIEW DATE	20/03/2023
POLICY STATUS	<input checked="" type="checkbox"/> Active <input type="checkbox"/> Under Review <input type="checkbox"/> Under Development <input type="checkbox"/> Obsolete		
APPROVED BY	The Principal and The Board		

PURPOSE OF POLICY

This document provides structure and guidance for all parties involved in any aspect of our students' educational lives with respect to student welfare and behaviour.

This policy is designed to:

- Meet the specific needs of all students, particularly those who are in out-of-home care
- Revolve around the WCC motto of Stability, Growth & Achievement
- Be underpinned by a loving Christian environment.
- Be positive

POLICY STATEMENT

The needs of our students

As the students of William Campbell College are predominantly in out-of-home care, and therefore have specific needs due to abuse and/or neglect, this is reflected in emotional trauma and frequently inhibits their learning and behaviour.

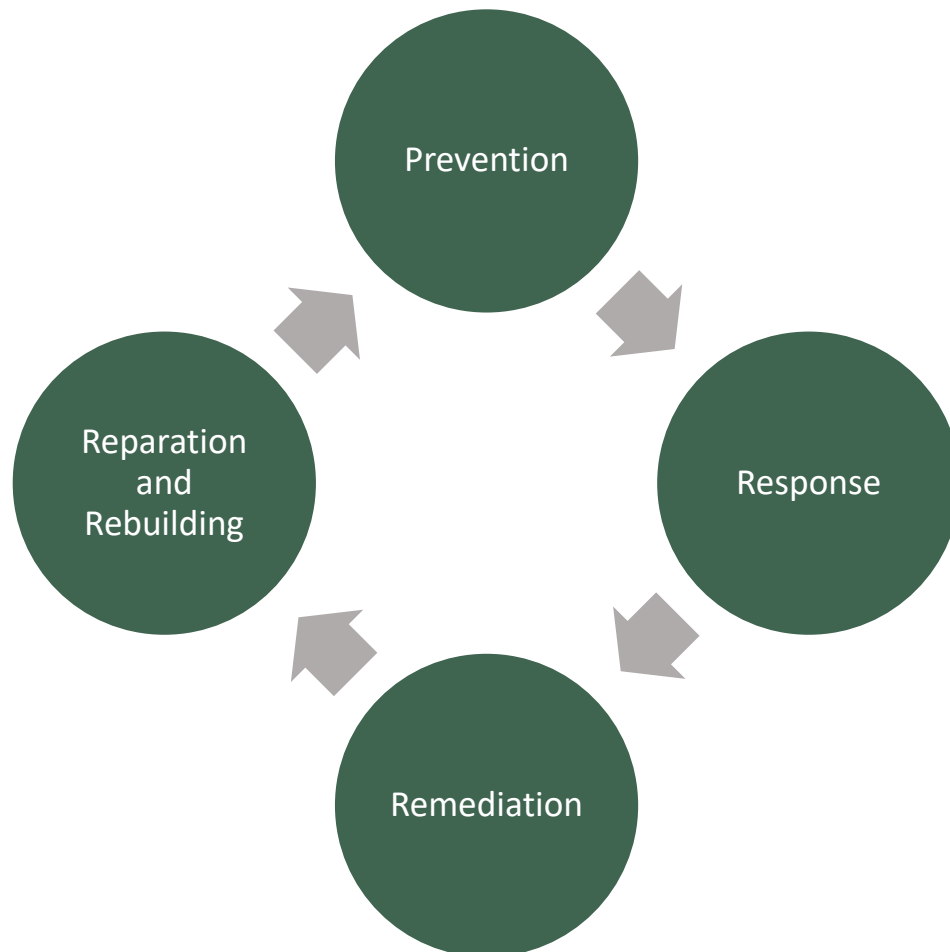
Often our students have lived in more than one home and/or placement, and may have changed schools several times. Absenteeism and truancy have also contributed to their difficulties in learning and behaviour and limited experiences of success. Given a child in out-of-home care's life experiences, including rejection and abandonment, it is not uncommon for students to feel ashamed and unworthy.

Therefore, the William Campbell College seeks to develop a culture of positive discipline by setting clear expectation of students and encouraging positive behaviour. Strategies for developing this culture include:

- Positive recognition
- Clearly setting behavior expectations
- An affirmative and engaging learning environment
- Encouraging and positive mentors and role models
- To be taught how to behave appropriately through explanation, modelling, practice and reinforcement
- Stability, consistency, fairness, boundaries, predictability and logical consequences



The Four elements of the Student Welfare and Discipline Policy are



Prevention Strategies:

Promoting positive behaviour and reducing the likelihood of inappropriate or challenging behaviour by creating a positive learning environment that:

- Builds student to student and student to teacher relationships
- Rewards and motivate positive behaviour, including whole school rewards
- Clearly outline student and staff rights and responsibilities and creates and teaches school and classroom rules and routines that reinforce rights and responsibilities
- Provides constructive opportunities for students to meet emotional needs, including
 - Love and belonging – each student is recognised as a valued member of the class/school community.
 - Power/Achievement – each student is recognised for achievements and allowed to fill important and socially valued roles at school.
 - Choice – where possible, each student is given options and choices and a sense of control.



- Survival – ensuring that each student has basic physical needs met.
- Fun – providing numerous healthy avenues for fun, enjoyment, pleasure and peer interaction.
- Provide high quality engaging and relevant curriculum that is well matched to individual ability and interest level.

Each student will have a Personalised Learning and Support Plan (PLaSP).

Responsive Strategies:

At times students may choose to behave in a way that impacts on the rights of others. It may be necessary to respond to inappropriate behaviour by intervention or the application of consequences.

Intervention

Staff are advised that the level of intervention should always be appropriate to the seriousness of the behaviour, and that low level strategies should be used first in the first instance, where possible.

Examples of appropriate intervention steps are:

- Proximity, using the student's name and making appropriate eye contact
- Casual redirection or diversion
- Rule reminder
- Giving simple clear choice and simple instructions
- Tactical ignoring, including secondary behaviours
- Partial agreement
- Blocking, Assertive instruction or removal from class
- Working alone in a "cool down" zone (within teacher's vision)
- Caseworker, Carer, Guardian or Parent involvement
- Implementation of Personalised Learning Support Plan
- Counselling

Consequences

Students who do not follow the College rules may receive consequences, relative to the behaviour presented. A range of consequences will be developed in consultation with staff and students. WCC recognises that consequences should be logical (have some relationship with the primary behaviour), immediate and implemented as soon as possible.

It is the intention of William Campbell College not to inflict suspension (*the temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time*) or expulsion (*the permanent removal of a student from the College*) on any student. In severe cases, the student will be required to be collected from school by their Parent or Carer and will return to school with a reconciliation plan.

In the situation where a student continues to not meet the enrolment agreement and student code of conduct, and extensive behaviour management strategies have been exhausted, there may be a termination of student enrolment.

A termination of enrolment is the total withdrawal of a student's right to attend the College and ends the enrolment agreement entered into by the School Principal with the parents/carer's. The decision to terminate enrolment of a student from the College may be made when



- The students behaviour has adversely impacted the school community
- The students presence at school places other members of the school community at risk
- The students behaviours places them at significant risk of harm
- All appropriate student welfare and disciplinary strategies have been implemented and documented and no apparent improvement has been made
- The continued presence of the student at the school is otherwise untenable

In all disciplinary actions, principles of procedural fairness must be applied. These include the right of the student to:

- Know what the rules are and what behaviour is expected of them
- Have decisions determined by a reasonable and unbiased person
- Be informed of, and have an opportunity to respond to, any allegations against them
- Be heard before a decision is made
- Have a decision reviewed (but not delay an immediate punishment)

William Campbell College is committed to ensuring procedural fairness and has developed the *WCC Procedural Fairness Policy*.

Remediation Strategies

William Campbell College recognises that the majority of enrolled students have been are currently in Out of Home Care and have therefore had reduced opportunities to learn appropriate and socially acceptable behaviours. As a result, the College does not make assumptions that the students know, or have been taught or shown what is acceptable and how to behave or respond to rules and guidelines.

The College will therefore:

- Take this into consideration when a student has not behaved appropriately
- Explain, teach and model appropriate behaviour
- Provide students with opportunities to learn, practice and be given constructive and positive feedback on their way to learning appropriate behaviour
- Provide unstructured experiences that focus on personal and social development formally (through the curriculum) and informally through mentoring, where appropriate.

Reparation and Rebuilding Strategies

At times inappropriate behaviour hurts others, impacts on relationships and damages property. The College will actively encourage students to repair damage done to person or property, through restitution, rather than force or coercion. At William Campbell College we believe voluntary restitution effort strengthens a person.

It is also essential that any teachers and staff demonstrate the ability to:

- Provide students with the opportunity to reconnect and reset
- Separate the behaviour from the student and respond appropriately and without taking behaviour personally
- Stay focused on the long term goals for students with regards to helping students fulfil their God given potential.
- Start each day positively and without retribution, perceived or otherwise, for previous behaviour



- Be the adult, and reconnect positively with the student when the “heat” of the moment is over.

It is our policy that **we prohibit corporal punishment and we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents and carers, to enforce discipline at the College.**

Staff and Student Rights and Responsibilities

William Campbell College takes the rights and responsibilities of students and staff very seriously and with respect given to the aims of the school, being Stability, Growth and Achievement. Below is an outline of these rights and responsibilities.

STUDENT	
RIGHTS	RESPONSIBILITIES
Stability	
<ul style="list-style-type: none"> • to a safe, consistent school environment • to be valued and respected member of the WCC class/school/community 	<ul style="list-style-type: none"> • allow others to feel safe (physically and emotionally) • show others respect and value their place and views • take care of WCC school
Growth	
<ul style="list-style-type: none"> • to access high quality teaching that meets their needs and maximizes potential • to be supported in the process of developing emotional, physical, intellectual, cultural and spiritual growth 	<ul style="list-style-type: none"> • engage in required lessons and do their best • set short and long-term growth goals • support, encourage and affirm others in their pursuit of growth
Achievement	
<ul style="list-style-type: none"> • to opportunities that encourage achievement and success • to recognition of achievements and successes 	<ul style="list-style-type: none"> • engage in opportunities provided • support, encourage and affirm others' achievements and successes



STAFF	
<i>RIGHTS</i>	<i>RESPONSIBILITIES</i>
Stability	
<ul style="list-style-type: none"> to a safe, maintained, organized and sufficiently resources school environment to be a valued and respected member of the WCC school/community to enjoy the schooling experience 	<ul style="list-style-type: none"> to encourage all parties to take care of the WCC school property and the people within it behave appropriately and be a good role model
Growth	
<ul style="list-style-type: none"> to be able to reach high quality lessons to support in the process of developing emotional, physical, intellectual and spiritual growth of self and students 	<ul style="list-style-type: none"> to provide high quality learning opportunities (intellectually, emotionally, physically and spiritually) that caters to individual needs and maximise student potential and growth to engage in professional development to seek personal growth on all levels and actively model mature behaviour
Achievement	
<ul style="list-style-type: none"> to be able to plan and provide opportunities for all parties to achieve success in a wide variety of endeavours 	<ul style="list-style-type: none"> to provide many opportunities that encourage achievement and promote success to recognize achievements and successes to recognize steps on the way to the ultimate goal



Key William Campbell College Rules

The College rules are based on the above Rights and Responsibilities. Class rules will be created collaboratively with staff and students, however they will be in keeping with the overall College rules.

SCHOOL RULES
<p>We all need Stability</p> <ul style="list-style-type: none"> so we are respectful, fair and stay safe.
<p>We all want to keep Growing</p> <ul style="list-style-type: none"> so we take care of our own (and others) learning, bodies, feelings and spiritual needs.
<p>We all like to Achieve our best,</p> <ul style="list-style-type: none"> so we join in, do our best and practice encourage each other to have success

This policy is implemented through:

- Staff training and professional development opportunities in behaviour management
- Communicating this policy to the College community
- Monitoring the effectiveness of this policy
- Reviewing and evaluating the policy annually.

Definitions associated with this Policy

Suspension is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time.

Expulsion is the permanent removal of a student from one particular school.

Exclusion is the act of preventing a student's admission to a number of schools. In extreme circumstances, the principal of a school may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the school is a member, or from other schools.

FORMS/RESOURCES ASSOCIATED WITH THIS POLICY

Form/Resource Name	Pathway
WCC Personalised Learning and Support Plan	
Pastoral Care Policy	
William Campbell College Chaplaincy Policy	
Procedural Fairness Policy	
Student Code of Conduct	



POLICY HISTORY:

Version	Date Approved	Due for Renewal
1	14/02/2022	01/10/2022
2	20/03/2023	01/10/2023