



STU14 Student Wellbeing Policy

Introduction:

Student Wellbeing at The Geelong College is concerned with fostering attitudes of mutual respect and confident participation amongst the student population.

It encompasses everything that the College undertakes to meet the personal, social and learning needs of its students and to ensure their safety.

It is reflected in the way we care for our students and provide opportunities for them to enjoy success and recognition as well as to make their contribution to the life of the school. It is reflected in the provision of secure, well-managed learning environments and in the opportunities students have to derive satisfaction from their learning. It is reflected in the quality of co-curricular programs which promote resilience, personal fulfilment, leadership and citizenship.

It is also reflected in the development of a positive school culture and in the quality of the relationships of members of the community.

Underlying Principles:

The Student Wellbeing Policy is predicated on the following principles:

- The well-being, safety and health of our students are priorities in all school policies, programs and practices (this includes the relevant professional development of staff).
- All students are valued and treated with courtesy and respect.
- All students have the right to operate in a secure and safe environment where they are able to achieve their full potential.
- Parents/carers have the right to expect that their children will be educated in an atmosphere of care, courtesy and respect for the rights of others.
- Clearly articulated behaviour management practices are communicated to students and parents and upheld consistently and fairly by teachers.
- The principles of equity and justice are evident in the school's programs and procedures.
- Well-managed teaching and learning environments are the norm

Section 1: Pastoral Care:

Pastoral Care at the College flows from its mission statement: *The Geelong College is a coeducational school which aims to provide one of the finest all-round educational experiences in Australia. The school is grounded in Christian principles where striving for individual achievement and self-fulfilment combines with concern for others.*

Title: Student Wellbeing Policy**Features of Pastoral Care:****1. Effective and Age-appropriate Pastoral Care Programs**

Pastoral care programs will assist students to equip themselves with the knowledge and skills to function effectively as responsible, positive and ethical citizens. They include programs focusing on self-esteem, social relationships, moral development, vocational awareness, sexuality, health and personal safety, drug awareness, dealing with grief and loss, conflict resolution, social justice, community involvement and leadership.

2. Quality Relationships

The interactions of people within the College will be of a positive nature and based on the principles of mutual respect, tolerance and trust.

3. Inclusive Approaches to Teaching and Learning

All students, regardless of gender, age, religion or race, will be supported to gain the necessary knowledge, skills and values associated with a fulfilling education, as well as the confidence and competence to participate fully in productive adult lives.

4. Strong School/Family Relationships

The relationship between the College and home will fully respect the important partnership that exists between them.

5. Developing Networks of Care

Where appropriate, the College will assist students to make links with external support groups within the wider community.

6. Compliance

College practices will be compliant with relevant aspects of both state and federal legislation, including child protection. Corporal punishment is not permitted in this school.

Pastoral Care Staff – Whole School:

Whilst pastoral care is the responsibility of every teacher in the school, the following personnel have specific welfare responsibilities.

1. School Counsellor

The School Counsellor's role is to support students, teachers and parents in achieving positive outcomes from the broad school experience. The specific aim of school counselling is to help the individual student to help themselves. This is achieved by providing:

- individual and group counselling
- information on appropriate services that would aid in achieving specific individual and/or community goals
- advice on psychological and emotional health
- advice on educational development and growth

2. Learning Support Coordinators

The Learning Support Coordinators work closely with classroom teachers, Homeroom Teachers, Learning Mentors and Heads of House to determine individual student learning needs and develop programs appropriate to designated students. Testing is organised and learning plans are established for students with specific needs. Learning support staff may also work in classrooms together with class teachers and offer individual or small group support.

Title: Student Wellbeing Policy**3. Chaplain (or Spiritual and Community Outreach Co-ordinator)**

The *Chaplain or Spiritual and Community Outreach Coordinator* takes interest in and supports students and staff generally and this support may continue after students leave the College through the celebration of marriages and other events. The *Chaplain or Spiritual Coordinator* offers counselling of a more spiritual nature and is available for assisting in matters of general pastoral care, such as illness, grief and relationship trauma.

4. School Nurses

The Medical Centre in the Senior School provides first-aid and medical assistance to students and boarders. First-aid and medical assistance are also provided in the Preparatory School, where the Nurse plays a valued pastoral role.

Teachers are kept up to date with all medical alerts and appropriate professional development relating to student health and safety is offered to teachers, as required.

Pastoral Care Staff:

The Principal shares the overall responsibility for the welfare of students at The Geelong College with the Head of Senior School – Welfare and the Head of the Preparatory School.

1. Campbell House/ELC

The *Director of Campbell House* has responsibility for the coordination of pastoral care in Campbell House.

The *Special Needs Teacher*, who is a member of the Learning Support team, assists with individual student learning needs in Campbell House.

The *Director of the Early Learning Centre* has responsibility for the coordination of pastoral care in the Early Learning Centre, in consultation with the Director of Campbell House.

The *Homeroom Teacher* acts as the first point of contact for any concerns, questions or information for Campbell House/ELC.

2. Middle School

The *Deputy Head -Welfare* has responsibility for the coordination of pastoral care in the Middle School.

The *Homeroom Teacher/Learning Mentor* acts as the first point of contact for any concerns, questions or information.

The Area Leaders (7 and 8) and the Upper Primary Coordinator (4-6) may provide support and guidance in some welfare situations.

The *CARE Coordinator* gives value to the spiritual dimension of human existence and helps students understand the importance of an ethical life. Assembly presentations and Christian calendar events encourage students to support the values and principles of the school. The CARE Coordinator is also responsible for the organisation and promotion of Social Service activities and is available to assist Middle School staff in matters of general pastoral care.

The *Welfare Committee* comprises the Deputy Head-Welfare, Area Leaders, School Nurse, Learning Support Coordinator and School Counsellor. It is responsible for the development and implementation of policies and procedures relating to student welfare and management and to ensure that effective communication is maintained between students, families and staff.

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Chaired by the School Counsellor, the *Student Case Management Committee* provides students who have special/support needs with assistance in order to facilitate their progression through the school and into the community.

3. Senior School

The *Head of Senior School - Welfare* has responsibility for the coordination of pastoral care in the Senior School.

The House is the key pastoral care unit in the Senior School and *Heads of House*, together with their *Tutors* (five or six per House) cater for approximately 80 students, accompanying them in their journey from Year 9 to Year 12. The Head of House, usually in consultation with the Tutor, acts as the first point of contact for any concerns, questions or information. Serving the community is an aspect of House life.

The *Spiritual and Community Outreach Coordinator*, in addition to fostering a Christian approach to life, encourages students to explore their spirituality through contemporary issues such as reconciliation. He/she also encourages ties with local youth action groups and coordinates certain aspects of community service.

The *Coordinator of International Students* is responsible for ensuring that the particular pastoral needs of international students are met. She/he assists international students to make the transition to life in Australia and helps manage their day-to-day requirements in consultation with the Heads of Boarding and the Heads of Day Houses.

Chaired by the School Counsellor, the *Student Case Management Committee* provides students who have special/support needs with assistance in order to facilitate their progression through the school and into the community.

The *Heads of Boarding* are responsible for delivering the highest quality residential care for boarding students. They are supported in this by a matron, medical staff and tutors.

Section 2: Student Behaviour Management:**Guiding Principles**

The College's commitment to seven core school values underpins the Behaviour Management Policy. Each member of the community is expected to contribute to and benefit from the active promotion of these values.

The College values

- The quest for personal fulfilment.
- The quest for individual and collective excellence.
- The family and community.
- The pursuit of harmony.
- The natural world and the beauty of its own environment.
- Tolerant and ecumenical Christianity.
- Tradition and progress.

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The College's Behaviour Management Policy is also based on the premise that young people are rational beings who respond appropriately when given clear guidance and are treated with respect. They should expect to assume increasing responsibility for their own behaviour as they grow and mature.

Students should be given the opportunity of participating in informal and formal discussions relating to the definition of behavioural boundaries. In so doing, they will come to appreciate that they are responsible both for themselves and for the collective well-being of their class, team, House and school.

Teachers are primarily responsible for the day-to-day management of the behaviour of their students and, as such, it is their specific responsibility to develop and implement appropriate classroom procedures. These guidelines must recognise the developmental level of the students and requirements of individual subjects, as well as relate to the values espoused by the whole school community.

Consequences of a positive or negative nature arising from these behaviours must always be logical, fair and predictable. The intention is to empower young people so that they can learn to manage their lives and make increasingly sound decisions for themselves.

Rules Guiding Behaviour

- Every student is encouraged to maintain a healthy self-respect; no student may behave in a way that diminishes that self-respect or is dangerous to themselves.
- Every student is expected to support fellow members of the College community; no student may behave in a way that diminishes that support or respect or is dangerous to fellow students, staff or other members of the community.
- Every student is expected to respect, support and model the values of the College at all times; no student may behave in a way that compromises the health, safety, or reputation of the College.
- Every student is expected to support the education process at the College; no student may behave in a way that compromises this.

How the College Responds to Breaches of Behaviour:**Preamble**

A condition of admission to The Geelong College is that the student must comply with rules and regulations for conduct and behaviour at the College. The following are extracts from the College Business Regulations, Admissions Policy and General Information issued at the time of Enrolment:

Regulation of Students

Students must:

- (a) *comply with the rules of the College;*
- (b) *comply with any direction given by a person authorised by the College to give the direction;*
- (c) *observe a standard of behaviour at or outside the grounds of the College that maintains the good standing and reputation of the College;*
- (d) *dress according to the uniform rules of the College (...)*

Title: Student Wellbeing Policy**Termination of Enrolment**

The Principal may:

- (a) suspend the enrolment of a student at any time if, in the opinion of the Principal, the student has failed to comply with the Regulation above;
- (b) terminate the enrolment of a student at the end of the current year if in the opinion of the Principal his or her attitude to work or behaviour is unsatisfactory over a reasonable period of time; and
- (c) immediately terminate the enrolment of a student if in the opinion of the Principal he or she has committed a serious breach of discipline or other act which threatens the good order or discipline of the College

A Restorative Approach

When and where considered appropriate, restorative practices will be embedded in the resolution of student management issues. This revolves around helping students to recognise the harm that has been caused to others by their action, and to investigate ways of repairing that harm. Staff will be encouraged to employ a relationship repair approach when it is considered desirable and realistic to do so.

A dialogue between the student(s) and the teacher will move from firstly establishing what has occurred through a prescribed means of questioning to enable the student(s) to realise who has been affected by the misdemeanour or offence. Depending on the nature of the latter, it may be that both victim(s) and perpetrator(s) will be involved in a conference that could also involve their parents. External agencies may also be called on to assist in this process.

It is expected that an understanding will be reached by which a specific behaviour is to be modified: this can range from a verbal agreement or a more formal agreement. Through this process, students will be encouraged to recognise the impact of their behaviour on relationships and to recognise how poor and inappropriate behaviour and conflict damage these.

Depending on the nature of the misdemeanour or offence, sanctions may also be applied which include notes and detentions, time out, the setting of extra tasks, daily report cards, and probation.

In some circumstances, a restorative approach may not be appropriate

Such circumstances may involve deliberate breaches of behaviour which are of sufficient seriousness that the College needs to respond in ways which demonstrate a zero tolerance to that behaviour.

The school alone will decide when this approach is appropriate.

Such circumstances may include the infliction of physical injury, physical and reputational damage to the school, dealing in illicit drugs/substances, theft and harassment, including sexual harassment and cyber abuse.

Consequences for such serious breaches of behaviour are likely to lead to a period of suspension from the school and, in very serious circumstances, may result in the student's expulsion from the College. The Police may also need to be notified in certain instances.

In all cases, the College will offer some kind of counselling to ensure that the students involved understand, and learn from, their experience.

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Related Documents:

- Appendix 1: The Geelong College *Boarding School Policy*
- Appendix 2: The Geelong College *Working, Playing and Caring*, which sets out behaviour guidelines for Campbell House
- Appendix 3: The Geelong College *Practical Citizenship*
- Appendix 4: The Geelong College *Bullying & Harassment Policy*
- Appendix 5: *Campbell House Student Management Process*
- Appendix 8: *ELC Behaviour Management Policy*
- Appendix 9: The Geelong College *Sexual Harassment Policy*
- Appendix 10: The Geelong College *Drugs Policy*