

# STUDENT WELFARE POLICY

*Cerdon College is a Catholic secondary school for girls, established by and educating in the traditions of the Marist Sisters. Our school celebrates the uniqueness of each person and is committed to providing each student with a learning environment, which is comprehensive and challenging.*

*We are a multicultural community which seeks to live out the values of Christ in a caring and supportive environment.*

*As a community of students, staff and parents, we believe that we have the following rights and responsibilities.*

## STUDENT RIGHTS

- To be treated justly and to be valued as an individual.
- To feel safe and secure and to be free from discrimination and intimidation.
- To be provided with a safe and healthy school environment.
- To have a positive and supportive atmosphere that is conducive to learning.
- To be provided with a quality education which caters for individual differences in ability and talents and develops the whole person.

## STUDENT RESPONSIBILITIES

- To treat others justly and value them as individuals.
- To contribute to a safe and secure school that is free from discrimination and intimidation.
- To work together to maintain an environment which is safe and clean.
- To have a positive and responsible attitude towards learning and to respect the right of all students to learn.
- To promote and enhance a positive image of the school by observing all school rules.

## STAFF RIGHTS

- To be treated with respect by all members of the school community.
- To work in an atmosphere which is healthy and safe and conducive to teaching and learning.
- To have access to resources and professional development which enhances teaching skills and skills in caring for students.
- To be supported in an appropriate way in dealing with student welfare issues.
- To be part of a caring, learning environment which encourages development of Christian values.

## STAFF RESPONSIBILITIES

- To show respect for all members of the school community.
- To contribute to the creation of an atmosphere which is healthy and safe and conducive to learning.
- To use resources and professional development which enhances teaching skills and skills in caring for students.
- To respond in an appropriate way in dealing with student welfare issues.
- To foster a caring, learning environment which caters for individual students' needs and encourages the development of Christian values.

## PARENT RIGHTS

- To know that their daughters will be treated justly and be valued as individuals in the light of Christian values.
- To be kept informed of events occurring at the school.
- To be consulted via appropriate forums on relevant matters concerning their daughters and their education.
- To be heard and have their opinions valued and respected in matters relating to their daughters' education, welfare and spiritual development.

## PARENT RESPONSIBILITIES

- To work in partnership with the staff to ensure the best possible education for their daughter.
- To inform the school of any matters which may impact on their daughter's welfare.
- To support the school in appropriate ways in the programs which it offers.
- To work with the school in the implementation of rules and regulations.
- To meet their obligations in relation to all matters relating to their daughter's education.

From time to time the Homeroom teacher, Guidance Coordinator and Assistant Principals work together with parents to bring about a resolution of a specific problem. The Principal may be involved if serious infringements against the rights of others have occurred.

The immediate consequences of inappropriate behaviour in the classroom are initiated by the classroom teacher. Where additional support is required the teacher may call on the Guidance Coordinator or, for curriculum matters, the relevant Studies Coordinator.

Counselling is part of the Pastoral Care process. Students may be counselled by a teacher, Guidance Coordinator, Assistant Principal, School Counsellor and Principal. Counselling aims to bring about evaluation and self reflection until a student recognises her mistake and makes a commitment to change the behaviour in the future.

### **RESTORATIVE PRACTICES AT CERDON COLLEGE**

At Cerdon College, Restorative Practices provide the school with a framework for management of students that moves away from a traditional punitive response. While providing limits and consequences, it looks for ways to repair the damaged relationships and improve existing relationships. Restorative Practices fits within our Marist Charism.

To lay the foundations for a Restorative school, Cerdon College focuses on a culture that embraces collaborative relationships: shared philosophies, ideologies, values, assumptions, belief, expectations, attitudes and norms that knit a community together. This collaborative culture embraces Cerdon College's three R's – Relationships, Relevance, Responsibility.

The Student Welfare Policy at Cerdon College is based on these Restorative Practices.

These practices

- Are primarily concerned with building and maintaining relationships
- Provide a continuum of strategies for social and emotional learning
- Focus on repairing the harm done to people and relationships
- Through structured dialogue encourages students to be accountable for their behaviour and take responsibility for their actions

### **The Principles of Restorative Practice at Cerdon College**

1. Foster student awareness of how others have been affected by actions.
2. Involves students actively. Instead of simply punishing, in a Restorative intervention the student is asked to speak. They face and listen to those who have been affected by their inappropriate behaviour. The student is held accountable for their behaviour.
3. Accept ambiguity. Often fault is unclear and people can agree to accept the ambiguous situation.
4. Separate the deed from the doer. We can recognise a student's worth, their virtues and accomplishments while disapproving of their inappropriate behaviour.
5. See every instance of relationship breakdown or conflict as an opportunity for learning. Negative incidents can be used constructively to build empathy and a sense of community.
6. Restorative practices are systemic, not situational. Every attempt on an individual level to use these principles is well supported by the entire school community.

### **Cerdon College as a school community understands that:**

1. Student mistakes are inevitable and we need a way of processing these, that is beyond punishment so that learning occurs.
2. We need to encourage our students to think for themselves, so that their behaviour is not motivated by an avoidance of punishment.
3. Education is about relationships and relationships have inevitable conflict, which require healing.
4. Teachers are a part of a process of restoration of relationships.
5. Parents need to understand that we all have a commitment to the needs of their daughters and that their daughter's negative coping is a normal behaviour.
6. The language of Restorative Justice is important in our school so that dialogue is meaningful.
7. At Cerdon College, persistent attempts at interventions, which do not appear to work, does not equate with failure. At times several attempts are required to rebuild relationships.

**The Restorative Principles at work at Cerdon College are:**

1. Inclusiveness
2. Flexibility
3. Problem Solving
4. Empowering students, parents and teachers
5. Forward looking
6. Optimistic

Cerdon College has a strict 'Hands Off' policy which supports the right of every student to a safe school environment. Any form of physical violence is likely to result in a school suspension.

Suspension from school is a severe sanction for breaking school rules in serious circumstances such as truancy, smoking, use of illegal substances, physical violence, ongoing and deliberate bullying or for repeated disregard of school rules. In certain cases a student's enrolment in the College may be in jeopardy, with the student placed on a Conditional Enrolment Contract.