



Student Welfare Policy

St Mark's Coptic Orthodox College

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Student Welfare Policy

The Student Welfare Policy is based on the structure of the community at St Mark's Coptic Orthodox College, in that it is reflected in the culture, values, policy, procedures and educational programs that develop and promote the intellectual, physical, social and emotional wellbeing of each and every child, within the Coptic Orthodox Ethos.

Every teacher has the responsibility for the welfare of all students enrolled in the school - (Duty of Care). The school maintains the duty of care for all students whilst they are entrusted in its care.

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

All stakeholders within the school, including parents, caregivers and guardians, are expected to support the school's philosophy and policies on student welfare.

St Mark's Coptic Orthodox College believes that the school is a place of education and an extension of the home where each child has the right to learn and grow in a supportive environment among people who are caring and co-operative. The school's Welfare and Discipline programme ensures that appropriate behaviour is taught not as a separate curriculum item but as an integral part of the teaching process. It focuses on primary prevention and early intervention strategies such as Restorative Justice, conflict resolution, anger management and peer mediation. We aim to develop and promote resilience and the enhancement of positive social behaviours and relationships. Our programme is furthermore supported by Positive Parenting initiatives and extensive teacher professional development. Students are further enriched through values education, participation in Chapel and assemblies, Sport, Pastoral Care programmes, camps, excursions and extra-curricular activities.

Beliefs

At St Mark's Coptic Orthodox College, we believe that every student:

- has the right to feel safe, valued and happy
- has equal rights and responsibilities in all aspects of College life
- should act responsibly and accept responsibility for their own actions
- should accept responsibility for their own learning
- should strive to achieve their potential
- support each other through a spirit of friendship and co-operation

Rationale

- Parents and families have the prime responsibility for the welfare of their children.
- The general community shares the responsibility for the welfare of young people.
- Schools, as part of the general community, have a fundamental role in student welfare.
- Student Welfare is basic to education and is a responsibility of all members of staff.
- There is a need for the school to develop, implement and evaluate regularly its Student Welfare Programme.

Aims

Through the development of the Student Welfare program, St Mark's Coptic Orthodox College will help students to develop:

- an enjoyment of, and satisfaction from, learning
- an ability to communicate effectively
- a coherent set of values to guide behaviour
- personal and social responsibility for their actions and decisions
- self-worth and dignity
- self-reliance
- a sense of cultural identity
- a feeling of belonging to the wider community
- a caring and responsible attitude towards others
- an ability to form satisfying and stable relationships

Outcomes

Through the structure, practices and relationships formed within the Student Welfare Policy, St Mark's Coptic Orthodox College will contribute to the general personal development of students by providing opportunities for them to:

- gain the satisfaction associated with challenge and achievement;
- assist students in their feelings of belonging
- encourage students to explore their emotions and feelings in a personal and team context
- develop understandings and skills in communication and interpersonal relationships;
- develop a realistic and comprehensive self-concept;
- enhance their self-esteem;
- develop their interests and abilities;
- develop their personal values within a framework of broadly accepted community values;
- develop their skills in decision making;
- positively value all cultural differences;
- be caring and supportive of others;
- contribute positively to the life of the school community.

Roles and Responsibilities

The Head of College will be responsible for:

- providing leadership and direction
- providing staff support and opportunities for professional development
- encouraging a caring climate within the school
- liaising with parents, other support organisations and the community regarding educational policies and programme

The Staff will be responsible for:

- providing challenging and interesting learning experiences
- seeking to enhance the self-esteem of all students in a positive and supportive environment
- being sensitive to the welfare needs of all students
- providing support and guidance for all students
- ensuring effective teaching and learning takes place
- treating all students with respect and fairness
- modelling non-discriminatory equitable practises

The Students of the school will be responsible for:

- actively participating in all aspects of school life
- demonstrating and valuing the diversity of the College
- acknowledges and adheres to all College expectations and student code of conduct
- works with staff in promoting a supportive and harmonious environment

Student Welfare: General Strategies (Rationale of student behaviour)

- Students respond to different behaviour management strategies. Therefore, any behaviour problems that arise will be treated on an individual basis.
- Students appreciate guidelines and limits. These will be clearly outlined at all times and staff will use positive techniques such as merits, to emphasise to students that these expectations are to be met.
- Each student will be encouraged to grow and strive for self-control
- The environment should always be planned to facilitate considerate movement.
- Transition times need to be carefully managed to allow students to re-settle quickly to a new activity/class.
- The dignity of the student will always be preserved.
- All students will be helped to realise that they have choices and the ability to control themselves and that all people have a right to be treated with kindness and respect.
- In order to help alleviate any behaviour problems that may arise, staff are encouraged to maintain close communication with parents and caregivers at all times.
- Consistency in behaviour management within the school is essential for students to feel safe and secure.
- Every teacher has the responsibility for the welfare of all students enrolled in the school.
- Staff should feel free to utilise the expertise of other professionals in the field should a student's behaviour be such that intervention is required. These may include the House Patrons, College Counsellor, Head of Secondary Students, the Deputy Head of College, the Head of Primary School, the College Chaplain, external specialists or health professionals.

- Students will be referred to by name at all times.
- Students should be encouraged to develop independence where they are capable of completing a task on their own, but should be assisted to master tasks where they lack the confidence or skills.
- Staff should model positive behaviour and use appropriate language when speaking to students and other adults. A mutual respect between staff and students should be developed at all times.
- At all times, staff should help and guide students in making sensible choices, to co-operate and to be creative.
- When students are experiencing difficulty with grievance procedures, staff should model/teach appropriate conflict resolution, with an emphasis on impartiality.
- When discussing a student, the student should not be labelled; only the behaviour should be labelled e.g. *your behaviour is...*, or *what you are doing is ...*
- Every interaction with a child is an opportunity for learning and this should never be taken for granted or under-estimated.
- Staff should always try to acknowledge and take into consideration student's feelings.
- The following behaviour by staff is not permitted:
 - corporal punishment or any type of physical punishment
 - abusive, profane, derogatory or discriminatory language
 - any form of public or private humiliation
 - any form of emotional abuse
 - withdrawal of food, rest or opportunity to use the toilet.
- Physical restraint of students will not be used except as necessary to ensure a student's safety
- Staff should acknowledge and encourage positive student behaviour
- All members of the College community must demonstrate procedural fairness when dealing with student issues
- Staff will be aware of the cultural diversity of the make-up of the College.

Student Code of Conduct

The code of conduct for members of the College Community is based on Christian principles which are a fundamental guide to acceptable behaviour within the school environment. The overall philosophy that guides the following policies and procedures is one of mutual respect that recognises the rights and responsibilities of students, staff and parents of the College Community. Please refer to the Student code of conduct policy

Behaviour Management Policy

The guidelines that follow are designed to promote learning and to build positive relationships in the College Community. These guidelines are premised on the right of students to learn effectively, to feel safe and be treated with respect. Therefore, this policy is designed to develop self-discipline and a sense of responsibility, so that all students may enjoy these rights. The Behaviour Management Policy is a College-wide framework, which is underpinned by the College Classroom Management flowchart and each staff member's individual classroom management plans/strategies.

The main **aims** of behaviour management at St Mark's Coptic Orthodox College are:

- To acknowledge and encourage appropriate student behaviour
- To provide a safe and nurturing environment so that all students have the opportunity to succeed.
- To equip all members of the College community with a consistent, firm and fair approach to managing both appropriate and inappropriate behaviour.
- The promotion of positive relationships amongst all members of the College community and the development of strong Parent/College partnerships. This approach is guided by the principles of "restorative practices" when relationships are damaged. These principles are based on Christ's message and are characterised by practices which avoid a focus on blame, but rather aim to restore and re-build relationships that have been damaged by conflict or misunderstandings.

The College will **intervene** and develop strategies to manage the behaviour of students where the behaviour might:

- compromise the safety or security of others.
- diminish the effectiveness of teaching and/or learning for other members of the College community.
- adversely affect the reputation of the College and its community.
- compromise the social responsibilities that are part of being a member of the College community.

Aims of the Behaviour Management Policy

1. All students are respected and valued. The behaviour, not the student is the focus of the College's behavioural management strategies.
2. Behavioural expectations should be made explicit to students in the context of their individual rights and social responsibilities.
3. Social responsibilities and an understanding of chosen behaviours should be taught across the curriculum and modelled throughout the College.
4. Individuals must accept responsibility for the behaviours they choose.
5. Cooperation and support among staff, students and parents is necessary for developing responsible behaviour.
6. Consequences for behaviour should be consistent, appropriate and predictable while allowing for flexibility.

7. These consequences must be administered following a process of **procedural fairness**. The three essential elements of procedural fairness should be:
 - **The right to be heard.** (The use of Student Response Sheets in Time-out allows students to provide their explanation of what happened)
 - **Impartiality** (any bias must be removed from the process. This may mean involving other staff in the process, including Heads of Department, House Patrons, Head of Secondary Students and in some cases, parents.)
 - **Justice** (the consequence of inappropriate behaviour should be reasonable, consistent and appropriate)
10. Consequences must not involve any form of corporal punishment. The College also does not condone and is actively against the use of corporal punishment by parents for dealing with any College related issues.
11. Effective classroom management is linked strongly to good lesson preparation and appropriate classroom strategies.
12. Staff should focus on the primary behaviour and avoid argument, by “tactically ignoring” secondary behaviour and using rule reminders.
13. Actively promote, teach and support positive behaviour and build a positive College climate by acknowledging good student behaviour and establishing positive classroom environments.

The procedures for dealing with inappropriate behaviour both in the classroom and in the College environs are further detailed in the **School Discipline Policy**.

Outcomes of the Behaviour Management Policy

The **guiding principles** of the College’s procedures related to student behaviour management are based on a set of agreed “**preferred practices**” for staff in dealing with behaviour management issues.

These preferred practices are:

1. There are three basic non-negotiable rights that apply to all behaviour management. These are that students have the right to:
 - Feel safe (both emotional and physical)
 - Learn
 - Be treated with dignity and respect

These are the starting point of any negotiation on classroom and non-classroom responsibilities, rules and routines.

2. Staff should minimise unnecessary confrontation when managing students (including sarcasm, throw-away comments or put-downs). They should distinguish between assertion and aggression.
3. Staff should use positive corrective practice when dealing with students, such as using the language of corrective discipline, a least-to-most intrusive approach to intervention and working towards re-establishing working relationships as soon as practicable.
4. Staff should invite, model and expect respect. Strategies such as using private rather than public reprimands and separating the behaviour from the person.

5. Staff should use related and reasonable consequences. They should emphasise certainty rather than severity and, in some cases, use Restorative teaching techniques with students to negotiate how they will make better choices. The use of "Incident Report" Forms may be to give students the opportunity to explain and reflect on their actions.
6. Build, promote and use a united approach to behaviour management where no one ignores or "turns a blind eye", particularly related to student behaviour surrounding the non-negotiable rights of safety, learning and respect.
7. The teacher is respected and has authority to intervene in order to manage student behaviour in circumstances as outlined in the previous section.
8. Appropriate behaviour is the outcome of responsible choice and self-knowledge. This is taught, acknowledged and modelled within the College.
9. Special consideration may need to be made at a time of personal crisis for a student or family. Staff will normally be made aware of special circumstances;
 - **In the Senior College** by the House Patron, Deputy Head of College, Head of Secondary Students or Head of College.
 - **In the Primary**, this is the responsibility of the Head of Primary College.

Behaviour Management Procedure

The Behavioural Management Policy adopted at St Mark's Coptic Orthodox College provides an effective system for the welfare and discipline of students. It is intended to be developmental and preventative in nature, promoting self-discipline and responsibility upon the individual student. The system encourages students to display positive and respectful behaviour, by providing them with positive strategies, while discouraging negative behaviour through the use of deterrence.

Students are awarded merits or demerits on SEQTA by the teachers.

Students can also be disciplined through the use of:

- Litter Duty
- Isolation in class
- Lunch Detention
- Apology letter
- Sent out of class to Head of Faculty
- Letters of Concern
- Phone call to parents
- Behaviour Monitoring Chart

The accumulation of 3 demerit points may result in an afternoon detention.

Students will be issued with a letter outlining the reason(s) for the detention. A minimum of 48 hours' notification is given for any afternoon detentions issued.

Parents will be contacted if students receive 3 detentions in one term

The accumulation of 3 afternoon detentions in one school term may result in an out of school suspension.

For more serious matters, students may be expelled from the College, according to the Student Discipline Policy.

All student reported as serious concern or repeat offenders are placed on the 'Students of Concern' table on the google doc file and a management system plan is put in place with the input of all members of the welfare team (House Patrons, Deputy Head of College, Junior school leaders, College Chaplin and school Counsellor). The management plan is based on the Student Management System with discipline levels, from the discipline policy. This management plan is reviewed each fortnight during a welfare meeting, until there is an improvement.

Encouraging Positive Behaviour in Students

- Give encouragement and positive feedback and reinforcement.
- Establish a positive relationship with each student
- Take time to listen to the student and to ascertain the facts and background to issues and concerns.
- Ensure that disapproval is directed towards the student's action and not the student
- Relate the punishment to the offence and avoid negative confrontation.
- Reward students for effort and improvement and give Merits on SEQTA
- Provide opportunities for the student to gain recognition of their achievements both within the classroom and the college
- Teach values and attitudes as an integral part of the curriculum, and reward students for displaying these values and attitudes.

College Awards System

The achievements of students deserve recognition through praise, encouragement, approval and the presentation of awards. The need for teachers to focus on and recognise positive behaviour is self-evident.

The St Mark's Coptic Orthodox College Awards System aims to recognise appropriate behaviour, providing a balance for the need to develop a discipline policy and at the same time provides direction and emphasis for the Student Welfare Policy of the College.

Aims

- Emphasises positive student behaviour and actions.
- Develops the self-image and esteem of students
- Acknowledge constructive contributions to College life
- Promote good citizenship values
- Promote tolerance and cultural diversity
- Preparing students for challenges faced beyond College life
- Recognising and supporting those who are less fortunate
- Encouraging students to model the College ethos

Awards System in action

- Students will receive merits on SEQTA for positive behaviour. Examples include: classwork, homework, leadership, participation and pride.
- House Patrons will issue Merit Certificates to students who receive 3 merits in a week
- Students who receive 5 Merit Certificates will receive a House Patron Award, which is acknowledged at the College Assembly
- Students who receive 3 House Patron Awards will receive a Principal Award, which is acknowledged at the Annual College Speech Night.
- Teachers can issue Merit Certificates within their class for any positive behaviour or outstanding work
- Positive student behaviour in a particular subject may be recognised by issuing students with a Faculty Award that is presented at the College Assembly and/or Letters of Praise that are mailed home.
- Encouragement and praise of students can be conveyed through both verbal and non-verbal language and classroom management practices.
- At a classroom level, teachers can also reward student's behaviour by completing a Notice of Praise in the student's diary.
- Student achievements may also be recognised publicly in the school's monthly Newsletter, or Student Matter daily newsletter.
- The HOC may also recognise appropriate behaviour of students based on recommendations of staff members.
- Certificates and trophies may also be presented to students for success in specialist areas, such as sporting achievements, music, art and drama at Award Evenings/days.
- At the school's annual Speech Night, students who have achieved success in academic, social and sporting areas will be recognised and rewarded.

Safety Regulations

The following safety regulations have been adopted in conjunction with the College Rules and they encompass areas of general safety and playground safety.

- Students will not play in a rough and dangerous manner e.g. tackle football or brandings.
- Students will not climb trees.
- Students will only play in designated areas and under teacher supervision.
- Students will not leave the school playground without permission

If a student is injured during the break period, the teacher on duty must attend and provide adequate care. If assistance is required, the teacher should send another student to the Office/Staff room to get help.

Staff are required to complete an Incident Report for any instances where a student is injured. All staff at the College are equipped with First Aid training. First Aid Kits are located at the Office and the Staffroom.

Pastoral Care

Rationale:

"I have come that you may have life and have it to the full."

John 10.10

The Pastoral Care of students has always been a feature of St Mark's Coptic Orthodox College. The word 'pastoral' is derived from the Latin 'pastor' or 'shepherd' referring to Jesus, the Good Shepherd who cares for his flock. Pastoral Care refers to the total care of the student (holistic approach) and is based upon a belief in the dignity of the person. At SMC, it is expressed through:

- the establishment of an effective care network for every student,
- the provision of satisfying and fulfilling learning experiences within a safe, encouraging, and compassionate environment, and
- the development of quality relationships within the total college community.

Pastoral Care is the responsibility of all staff and students of SMC. Pastoral care is not solely a responsibility for Roll Call teachers, House Patrons, Head of Secondary Students, College Fathers, or other specialist staff. Every member of staff (teaching and non-teaching) has a responsibility and is accountable for the pastoral care of students. The well-being and care of students is at the core of the College's teaching and learning program (curricular and co-curricular).

At SMC, we are committed to assisting each student to mature in every area - spiritually, intellectually, physically, socially and emotionally. We seek to establish structures and policies which will allow young people to experience "life to the full". "Living life to the full" means the recognition and celebration of achievements and satisfaction, whilst also showing perseverance and the personal power to manage any challenges.

To enable students to do this we:

- Promote the fostering of high quality interpersonal relationships between students, parents and staff as a responsibility shared by everyone.
- Foster students' self-discipline and responsibility, wherein students grow progressively in their capacity to exercise moral judgement, democratic values and a concern for the common good.
- Provide a Pastoral Care program as a specific and planned means of helping students to value themselves and to experience well-being.
- Provide a comprehensive and high-quality curriculum so that students are afforded the competence, confidence and right to participate in the cultural and productive life of society.
- Provide supportive organisation and administrative structures, which are responsive to the needs and well-being of students.
- Promote the relationships of trust, cooperation and partnership between the College and family members, and the maintenance by college personnel of respect for and sensitivity to diverse cultural values and family structures and issues.

We seek to achieve these principles through:

- Coptic Orthodox Studies course
- Promoting Interfaith and Intercultural Understanding in School Settings Pilot Programme
- National Values Programme
- Camp programs
- Yr 11 Community Service Program
- Yr 12 Spiritual Retreat
- Yr 12 Leadership & Service Program
- Liturgies and Assemblies
- Guest speakers
- Pastoral Care program in collaboration with EXODUS
- 4-tier House Structure
- Personal Development program
- Sports Program & Competition
- Curriculum
- Co-curricular activities

Implementation: Pastoral Care

Pastoral care affects the lives of staff, students and families associated with the College and is the responsibility of all. It is reflected in the teaching and co-curricular programme, the Camp programme, the liturgical life of the College and all interactions within the College community. Most specifically, the House system is a key organisational structure that exists to implement Pastoral Care for students at the College.

The House System

The House system in the Secondary College is responsible for student welfare, student behaviour, organisation of intra-school competition (sports, cultural) and for fostering the development of school spirit and a sense of community. The vertical Roll Call Homeroom structure remains an integral part of House organisation and the Roll Call teacher is the first (and central) link in the pastoral structures within the College.

The House system is the primary structure in helping develop students' sense of belonging to the college and also in fostering college and community spirit, within each of the four Houses.

The House system aims to provide continuity in pastoral care within the Houses over Years K - 12, allowing the House Patron and Roll Call teachers the opportunity to establish ongoing support and understanding of students, a means of monitoring their personal development (intellectual, emotional, psychological) and to maintain strong pastoral links with families.

- To help cultivate and identify student leadership within the College.
- To develop student awareness of personal responsibilities as members of the College community and the values of the College.
- To simplify the communication channels between home and college for each individual student.
- To promote and more clearly articulate the role and importance of the Roll call teacher as mentor.
- To naturally complement the other vertical structures within the College and make House activities more effective.
- To strengthen student identity within the College and the Houses, further fostering House spirit.

House Structure

There are 4 Houses at the College, named after four Saints:

- St Anthony (Emerald)
- St Demiana (Gold)
- St George (Ruby)
- St Marina (Sapphire)

Each House has a House Patron and four Roll Call Teaches.

Within each House, there are four Roll Call classes with four Roll Call teachers. The Vertical-Roll Call class structure contains a mixture of students from Yr 7 to Yr 12.

Roll Call Classes stay together and meet together in Assembly each Monday morning for prayer and notices.

Each Thursday Period 3A and 3B, a Pastoral Care lesson will take place where the teacher will facilitate a lesson with their Roll Call class. Senior students are provided with the opportunity to assist and lead the discussions in these lessons. On occasions and themes that are age focused, Pastoral Care will convert to horizontal streaming for a period of time to cater for student's needs.

The House Patrons are specifically responsible for the following areas:

1. Facilitating Pastoral Care and the Pastoral Care Program with collaboration of the Head of Secondary Students and the College Chaplin
2. Student Welfare
3. Student Discipline
4. Supervision of Houses and Homerooms
5. College Liturgies & Feast Days
6. House activities
7. Year group Camps/Retreats
8. Peer Support Training
9. Yr 7 Orientation & Camp

Pastoral Care Structure

Effective Pastoral care is built upon a partnership between the College and parents. Parents and caregivers are an essential part of the pastoral care network in the College and will be consulted on all important issues concerning their son or daughter and where possible, should be included in the decision-making processes. It is essential therefore that there be open and efficient communication between the College and home.

Every teacher is committed to the pastoral care and guidance of students in his/her care. The college acknowledges that parents are the main pastoral carers of their children and where concerns arise, every attempt will be made to work through these problems jointly by involving parents, students and staff. The college undertakes the following procedures where concerns arise:

- The college's pastoral care program is in collaboration with the **Exodus Youth Worx** organisation to provide a program which adheres to the College's ethos addressing contemporary issues.
- The Roll Call teacher is first involved and makes every attempt to sort out the problem with the student
- Roll Call Teacher will keep the House Patron informed at all times.
- If the issue is not resolved by the Roll Call Teacher, the House Patron will intervene.

- Students will be referred to the College Counsellor and College Chaplain if necessary
- The Head of Secondary Students/The Deputy Head of College will be informed and will intervene if necessary
- The Head of College will be informed and will intervene if necessary
- If the concern is of a Child Protection nature, the matter will be reported immediately to the Head of College by any member of staff

Parents may be contacted at any time throughout the above procedure.

Students are free to approach the College Counsellor, Head of Secondary Students, House Patron or Roll Call teacher for an interview. Some students need short term individual care while a longer period of care is required for others. Confidentiality of the student is maintained at all times.

Relations between staff and students are based on trust and a mutual respect for one another. Pastoral care respects the personal rights and confidences of each individual. Staff will be informed by House Patrons on a "need to know" basis of information pertinent to the care of any individual student. Where it is deemed appropriate students will be referred on to those with professional expertise for help and guidance.

The pastoral care of students is woven into their daily lives at the College. Throughout each day, every lesson begins with a prayer to set the tone of the lesson. Furthermore, the pastoral care of the students is embedded through formal and informal contact with staff, the COS Program and Retreats, Pastoral Care Program, Special Education Program, Orientation Program for Year 7, Activities Program, Camping Program for Years 7 - 12 and Sport.

College Counsellor

Purpose:

The College Counsellor provides counselling to students from all years K – 12. Counselling and support are also provided to parents of all students at St Mark's Coptic Orthodox College. The College Counsellor offers a consultant role to staff to support students, including behaviour management strategies, educational strategies and social/emotional learning skills. The college counsellor is available to all students every Monday to Friday, excluding Wednesday.

Referral process

Students can request to meet with the College Counsellor themselves. Alternatively, teachers or the Head of Secondary Students, Heads of Primary, House Patrons or the Deputy Head of College can provide information to students about the counselling service at college. The College Counsellor obtains informed consent from students prior to counselling being provided. The Counsellor will prioritise those students that are referred for counselling and schedule a time for other students later on.

Confidentiality

All counselling sessions are confidential, with the only exceptions being if there is a risk of harm to the student or another person, or if a subpoena is served. However, a request to the Court may be sought for the information not to be released if there is concern for any potential impact on the student.

Storage of files

The counselling files are owned by St Mark's Coptic Orthodox College and kept on the College premises in a locked cabinet. The files are confidential and only accessible to the College Counsellor. When the student exits the College, the files are archived and remain confidential. The files are kept for 7 years after the student has turned 18 years of age.

Special Needs Statement

- Enrolment Check
- Identification of Student Needs

During the preliminary enrolment period, parents are encouraged to advise the school of any health, academic, emotional, intellectual or physical concerns relating to the applied for student. Where necessary, previous reports are requested so that an overall picture of the student's needs are identified. If any of these issues are present, the college will outline to the parents how they are to be managed, resourced and addressed. Information of any found issues will be made known to relevant staff only if the family activate the enrolment in the school.

If pre-existing issues are not identified at preliminary interview stage, enrolment takes place and issues are then identified by staff and the following process will take effect:

Teachers

- Roll Call Teachers and Class Teachers who identify any issues or concerns in students, will inform their House Patron, Head of Secondary Students (Welfare) and Head of Faculty (Curriculum)
- House Patrons and/or Head of Faculty will investigate the issue(s) raised by contacting the Office to see if there is anything on record; interview student; consult Head of Secondary Students, Deputy Head of College and/or Director of Teaching and Learning
- Parents will be contacted with the findings and will be requested to provide any further information
- All findings and referrals will be documented and kept in the student file with the House Patron and Front office.

College Counsellor

- Student access and procedures as stated above

Special Needs

- Differentiation of curriculum is to be engaged by all staff in the planning and delivery of the curriculum to students with special needs requirements. This is also to be effected for students within the Gifted and Talented programs.

Communication

- Regular communication with stakeholders is to be maintained by staff to the students Head of Faculty, House Patron and parents. Possible means of communication as required include:
 - SEQTA/Diary
 - Telephone
 - Request for Interview
 - Term Reporting sessions
 - Email