

STUDENT PASTORAL CARE & MANAGEMENT POLICY



POLICY STATEMENT

Pastoral care is a demonstration of profound respect for the human dignity of each person who is created in the image and likeness of God (Genesis 1: 26–27). This call to respect each person is inspired by the sacred Scriptures and brought to life by the person of Jesus Christ. Salesian College Chadstone is a Catholic school inspired by the charism of St John Bosco and St Francis De Sales. The Salesian Preventive System of St John Bosco is at the centre of all our pastoral care at the College.

Jesus' life and teachings show all people 'the way, the truth and the life' (John 14: 6), inviting each to fullness (John 10:10). 'Throughout the Gospel, Jesus illuminates for us how we are called to live out our mission, approach our work and conduct our relationships with love, hope, dignity, compassion and forgiveness' (eXcel: Wellbeing for learning in Catholic school communities, 2018, p.4).

The origin of the phrase 'pastoral care' is in the image of Jesus as the Good Shepherd given to us in John's Gospel (John 10: 1–18). Here the Good Shepherd is the one who looks after his sheep and who is prepared to lay down his life for them. Likewise in the parable of the lost sheep (Luke 15: 1–7; Matthew 18: 12–14) is found the image of a shepherd who has compassion for the 'little ones' who are at risk. Pastoral care of students then, is the kind of care that is exemplified for us by the person of Jesus Christ.

The Church's teachings are central to the moral, legal and mission driven responsibility of all Catholic schools to create nurturing environments where children and young people are respected, their voices heard and where they are safe and feel safe. This is particularly so for the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and /or linguistically diverse backgrounds, and children with disabilities (CECV Commitment Statement to Child Safety, 2016, p.1).

At Salesian College, all relationships, including those with students, staff and parents/carers, are built on unconditional positive regard. Every person has a responsibility to understand the integral role they play, individually and collectively. For adults at Salesian College, nurturing the pastoral care, wellbeing and safety of all children and young people is at the forefront of all that they do and every decision that they make.

'Pastoral care' is brought to life at Salesian College through the actions, interactions and attitudes of all community members. The ultimate aim of the Preventive System was not just to render young people profitable for the economy, but as a method for them to find autonomy in life, becoming "good Christians and honest citizens".

Pastoral Care is evident in our vision and mission statements, policies, procedures, curriculum, student support services and partnerships with parents, who are the first educators of their children (General Directory for Catechesis 226 & 227).

POLICY SYNOPSIS

The Pastoral Care of Students policy ensures that Salesian College has a pastoral care policy that documents strategies for creating and maintaining a school culture which ensures that children and young people are known, and feel safe, valued and respected. The school's pastoral care policy should articulate procedures and practices that:

- develop and enhance every students' wellbeing and sense of connectedness and belonging to their school as a faith-filled learning community
- cultivate safe, physical, emotional, mental, social and online environments that comply with relevant legislative and legal requirements.

Salesian College has policies and procedures to manage common risks in the school environment to fulfil its Duty of Care responsibilities.

Salesian College is committed to providing and maintaining an environment that ensures a just and reasonable balancing of the rights, needs, obligations and wellbeing and safety of all students at the College. Discipline cannot be separated from pastoral care and the aim must always be to help people to grow in a sense of personal worth as Christian persons. The welfare and discipline policy of the College has as its basis the Christian values of forgiveness and justice. It recognises the need for clear behavioural boundaries for students and the need to see that each situation is taken seriously and responded to with justice and compassion.

Salesian College Chadstone is committed to providing and maintaining, so far as is reasonably practicable, a school environment that is safe and without risks to a student's health.

This policy identifies the interconnectedness of the characteristics of quality Catholic learning and teaching. It is intended to value, respect and promote the self-esteem and dignity of each student. The school will actively promote anti-bullying messages, alerting students and staff of the need to be vigilant.

Salesian College is committed to monitoring and assessing student attendance. The monitoring should be continuous and must encompass a daily reporting that maintains attendance records and identifies and follows up unexplained absences.

Supervision will be provided to students that considers the degree of care needed for the protection of students and having regard to:

- their age, skill and experience
- any physical and/or intellectual impairments
- medical conditions
- known behavioural characteristics
- the nature of activities being undertaken and hazards.

Salesian College affirms the right of all College community members to feel safe. The Drug Education policy, related programmes and processes aim to nurture a safe and supportive school environment. The approach to drug education should be proactive and oriented towards prevention, harm minimisation and intervention.

Salesian College will never use corporal punishment as a means of managing student's behaviour. The College behavioural management strategies are restorative in nature, affirming merit based behaviour and involving families in the pastoral care of their sons.

Salesian College students are required to wear the College Uniform correctly, neatly and proudly at all times especially when they are attending important functions at school, representing their College in public or travelling to and from school.

VERSION CONTROL

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Please note: Policy has been approved by Leadership Team, pending board approval.

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PASTORAL CARE

Salesian College demonstrates effective pastoral care through the following strategies.

- 1.1. providing coherent policy frameworks, guidance and resources
 - 1.2. developing targeted professional learning
 - 1.3. monitoring compliance through existing protocols including cyclical review as part of school improvement and Victorian Registration and Qualifications Authority (VRQA) requirements.
2. **Principals and school leaders** enhance their school's pastoral care and wellbeing by:
 - 2.1. recontextualising the Salesian Preventive System so that our students can find autonomy in life becoming 'good Christians and honest citizens'.
 - 2.2. supporting staff, through appropriate professional learning, to strengthen their understanding of core Catholic principles including the sanctity of human life and the inherent dignity of the human person
 - 2.3. engaging students and their parents/guardians/carers to collaboratively develop and periodically review practices
 - 2.4. ensuring whole-school approaches are known, understood and readily accessible to all members of the community.
3. **Teachers and school staff** support the pastoral care and wellbeing of students by:
 - 3.1. creating and maintaining safe, inclusive and respectful learning environments that enable the unique potential, gifts and innate qualities of each child to unfold and thrive
 - 3.2. understanding their duty of care and accountability in regard to legislation and compliance
 - 3.3. using relationship-based approaches to establish consistent expectations for behaviour
 - 3.4. working in partnership with parents/guardians/carers and families to build resilience and promote a positive sense of self.
4. **Students** contribute to developing positive pastoral learning environments and their own and other's wellbeing by:
 - 4.1. treating all members of the school community with respect and courtesy
 - 4.2. following school policies, procedures and guidelines
 - 4.3. taking responsibility for their actions
 - 4.4. reporting all concerns about wellbeing and safety
 - 4.5. co-operating with teachers, school staff and their parents/guardians/carers.
5. **Parents/guardians/carers** contribute to developing positive pastoral learning environments for their own and other children's wellbeing by:
 - 5.1. working respectfully, collaboratively and in partnership with staff and members of the school community to create high expectations
 - 5.2. explicitly teaching, modelling and promoting socially responsible behaviours

- 5.3. promoting and upholding the core values of the school by supporting school policies and procedures.

DEFINITIONS

Inclusion is the right to access and receive a full and engaging education (Introduction to the Principle of Inclusion: Child Safety in Catholic Schools in Victoria, 2018, p.4).

Salesian College welcomes all members of the community as equal, embracing diversity as a means for dialogue, engagement and deeper understandings of self, others and God. The uniqueness and sacred dignity of each person is celebrated, driven by the Gospel message of love and justice. These convictions guide the encounters, actions and pedagogical approaches that enable all children to learn and thrive (Introduction to the Principle of Inclusion: Child Safety in Catholic Schools in Victoria, 2018, p.4).

Pastoral care is a demonstration of profound respect for the human dignity of each person who is created in the image and likeness of God.

Pastoral care includes the decisions, structures and practices that nurture, support and assist a student to flourish and reach their spiritual, physical, cognitive, social and emotional potential so that they may come to a deeper understanding of their own humanness. The pastoral care of students at Salesian College is focused on actions that promote health, wellbeing, resilience, academic outcomes, social capital and ethical decision making (Cross, 2014).

Student wellbeing is a sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships and experiences at school (Noble & Wyatt, 2008, p.21).

At Salesian College, a positive sense of pastoral care and wellbeing supports a base for rich learning that enables children and young people to flourish, give expression to their authentic selves and realise their unique potential. This holistic view recognises the sacredness, dignity and giftedness of each person (Horizons of Hope: Wellbeing, 2017, p.3).

PRINCIPLES

Risk reduction is consistent with both the College's Salesian and legal obligations to provide a safe environment. This policy will be revisited with the EMP regularly.

RESPONSIBILITIES

Students are required to comply with reasonable directions in emergency situations. All staff have responsibilities under the EMP for the safety of students.

DUTY OF CARE

Salesian College has policies and procedures to manage common risks in the school environment, including:

- bullying prevention and intervention
- camps and excursions
- child safe standards
- codes of conduct for parents, students and staff
- emergency management
- employment and management of staff

- health and first aid policies
- mandatory reporting
- occupational health and safety
- student wellbeing and engagement
- supervision of students in class and in the school yard.

The principal and school leaders have the responsibility for ensuring that all staff, as well as support personnel, are familiar with the Duty of Care Guidelines and the implementation of relevant policies.

All staff and relevant personnel have signed a code of conduct in relation to child safety.

Parents are advised of Salesian College's policies regarding supervision of students, including times for before school and after school supervision, through school communication. Reminders are issued at regular intervals. School staff, parents, carers and students are encouraged to speak to the principal to raise any concerns about risks, hazards or duty of care obligations.

Salesian College in partnership with parents, guardians and carers, who are the primary educators of their children, is entrusted with the holistic education of each child in our schools. All staff therefore have a duty of care to students to take reasonable care to avoid acts or omissions that they can reasonably foresee would be likely to result in harm or injury to the student, and to work for the positive wellbeing of each child. The *Education Training and Reform Regulations 2017* (Vic.) (sch 4 cl 12) require that schools must ensure that the care, safety and welfare of all students attending the school is in accordance with any applicable state or Commonwealth laws, and that all staff are advised of their legal obligations under those laws.

Duty of care is an element of the tort of negligence. In broad terms, the law of negligence provides that if a person suffers an injury as a result of the negligent act or omission of another, the injured person should be compensated for loss and damage flowing from that negligence.

To successfully bring a compensation claim in negligence, a person must establish on the balance of probabilities that:

- a duty of care was owed to them at the time of the injury
- the risk of injury was reasonably foreseeable
- the likelihood of the injury occurring was more than insignificant
- there was a breach of the duty of care or a failure to observe a reasonable standard of care; and
- this breach or failure caused or contributed to the injury, loss or damaged suffered.

The fact that a duty of care exists does not mean that a school will be liable for an injury sustained by a student or other person. In order to succeed in a negligence claim, all of these elements must be established.

SCOPE

This policy applies to all members of the Salesian College Community.

DEFINITIONS

Duty of care is a legal obligation that requires schools to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include personal injury (physical or psychological) or damage to property. The reasonable steps that our school may decide to take in response to a potential risk or hazard will depend on the circumstances of the risk.

PRINCIPLES

In having a duty of care to students, MACS schools will:

- ensure compliance with the seven Child Safe Standards
- provide suitable and safe premises
- provide an adequate system of supervision
- implement strategies to prevent bullying
- ensure that medical assistance is provided to a sick or injured student
- manage employee recruitment, conduct and performance.

BEHAVIOUR MANAGEMENT

Salesian College is committed to providing and maintaining an environment that ensures a just and reasonable balancing of the rights, needs, obligations and wellbeing and safety of all students at the College.

Salesian College is an inclusive community and recognises that the concept of authority within our Catholic heritage is one of service. Discipline cannot be separated from pastoral care and the aim must always be to help people to grow in a sense of personal worth as Christian persons. The welfare and discipline policy of the College has as its basis the Christian values of forgiveness and justice. It recognises the need for clear behavioural boundaries for students and the need to see that each situation is taken seriously and responded to with justice and compassion.

This policy applies to all students and staff within the Salesian College community.

PRINCIPLES

1. Rights and Responsibilities

All students, teachers and parents at Salesian College have rights and responsibilities. Each student, teacher and parent has the responsibility to respect the rights of other students, parents and staff members. Students and teachers will be able to work together most effectively when the rights of those in the school community are respected.

2. Communication

Communication and co-operation between teachers, Oratory Teachers, Year Level Coordinators (YLCs) and parents/guardians are essential to ensure balanced and appropriate outcomes for students who behave inappropriately. Teachers ought not work in isolation, and parents/guardians should be kept informed.

3. Professional Responsibility

There is a responsibility for teachers to assert effective discipline to ensure safety and an effective learning atmosphere in each of their classrooms, on excursions, incursions and in the yard. They can expect to be supported in this by the YLCs and Senior Leadership to the

extent that they establish the necessary pre-conditions for good discipline and attempt to follow this policy.

4. Consistency

Students need and expect consistent treatment from teachers each day. Therefore, the approach taken to student discipline at Salesian College should be a whole-of-school approach.

5. Process-Driven

Discipline must be viewed as a process in which the overall needs and performance of the student are considered. The process is highly structured and the principles of good management demand that incidents be dealt with at the most immediate and local level. The response of staff to student behaviour should be appropriate to the relevant stage in the process and determined cooperatively with the teacher, Oratory teacher and YLC. **This is clearly set out in the Behavioural Management Pyramid**

6. Restorative Practices

In considering the seriousness and the consequences of misbehaviour, the College will promote, as a priority, the restoration of right relationships between the parties. College staff aim to implement the principles of restorative practice in responding to student behaviour.

7. Corporal Punishment

Corporal punishment will never be used by Salesian College staff as a way to discipline students. Salesian College engages with our families in the holistic pastoral care of their son.

8. Assistance

Appropriate support services are offered to staff, students and parents. Access to the College Student Services staff is available to a student at any stage of a disciplinary process.

BULLYING PREVENTION

Salesian College Chadstone is committed to providing and maintaining, so far as is reasonably practicable, a school environment that is safe and without risks to a student's health.

At Salesian College the dignity of the human person is the foundation of all Catholic social teaching and is intrinsic to our education ministry. Consequently, the principle that the person is made in the image and likeness of God is central to the mission of our parish school.

This policy identifies the interconnectedness of the characteristics of quality Catholic learning and teaching. It is intended to value, respect and promote the self-esteem and dignity of each student. The school will actively promote anti-bullying messages, alerting students and staff of the need to be vigilant.

It is essential that we create and maintain a respectful, safe and supportive learning environment that promotes student wellbeing, personal growth and positive self-esteem amongst our diverse range of learners.

The prevention of and responses to incidents of bullying, inappropriate use of technology and disrespectful behaviour are more readily achieved in a caring and supportive school culture that promotes positive relationships and reflects Gospel values. Bullying, cyber-

bullying, harassment, aggression and violence disregard core values of our faith, including dignity, respect, justice, equity, compassion, trust and courage. Importantly, such actions can adversely affect the wellbeing of our students and are therefore unacceptable.

This policy is informed by an overarching policy on harassment that includes all relationships within the College.

This policy applies to all students who attend the College or are involved in offsite camps or excursions.

DEFINITIONS

Bullying: is repeated unreasonable behaviour directed towards a person that creates a risk to health and safety. It occurs when an individual or a group deliberately upsets or hurts another person, their property, reputation or social acceptance on more than one occasion. Forms of bullying include:

Physical bullying: pushing, shoving, fighting, pinching and any other unwelcome physical contact used intentionally to intimidate or hurt someone.

Verbal bullying: put downs, particularly those referring to physical characteristics, can result in loss of self-esteem. Racial discrimination of any kind is a form of bullying.

Gesture bullying: non-verbal signals used to silence and intimidate a victim.

Extortion bullying: physically stronger and more powerful students may bully other students into giving up their possessions, buying food and drink, or taking part in rule breaking activities.

Exclusion bullying: deliberately being left out of activities is a most hurtful form of bullying.

Visual bullying: offensive notes or material, graffiti, or damaging other people's possessions.

Sexual bullying: touching, sexually orientated jokes, drawings of, or writing about someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, asking questions about someone's private life.

Cyber-bullying: the use of various forms of electronic media to spread text and visual messages to cause hurt, embarrassment, intimidation. (Cyber-bullying is also specified in the Acceptable use of ICT Policy)

Categories of Bullying: There are three broad categories of bullying:

1. **Direct physical bullying:** This form includes hitting, tripping, and pushing or damaging property.
2. **Direct verbal bullying:** This form includes name calling, insults, homophobic or racist remarks, or verbal abuse.
3. **Indirect bullying:** This form of bullying is harder to recognise and often carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate

- mimicking
- encouraging others to socially exclude someone
- damaging someone's social reputation and social acceptance
- cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.

What Bullying is Not

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying including:

- **Mutual conflict:** In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation, with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
- **Social rejection or dislike:** Unless the social rejection is directed towards someone specifically and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
- **Single-episode acts:** Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

Guidelines

Salesian College Chadstone has formal PROCEDURE(s) to deal with bullying. ALL reports will be treated seriously and investigated promptly, confidentially and impartially and all employees, students and other people are encouraged to report bullying wherever it occurs in an area under the control of Salesian College Chadstone. Subject to the nature of any bullying incident, Salesian College Chadstone may be required to report that conduct to relevant authorities outside of the College.

Responsibilities of Employees in Leadership Positions at the College

Employees in leadership positions at Salesian College Chadstone have a key role to play in preventing workplace bullying and in responding promptly and dealing fairly with any instances of bullying that (by whatever means) come to their attention. These responsibilities include:

- Ensuring students and their families understand their responsibilities and are made aware of (the College's) POLICY and PROCEDURES in relation to bullying;
- Taking immediate action to stop bullying if he/she observes it;
- Dealing with any reported complaints in accordance with (the College's) bullying PROCEDURE(s);
- Ensuring students are not victimised as a result of lodging a bullying complaint;
- Ensuring that their own behaviour is free from bullying; and
- Monitoring to reduce the risk of bullying occurring or recurring in your area.

Responsibilities of Staff

Staff at Salesian College aim to treat all members of the school community with dignity and respect and build respectful relationships that respond effectively and sensitively to the needs of each student by:

- implementing the student anti-bullying and responsible use of technology procedures by responding promptly and appropriately to reported incidents of bullying
- supporting the student anti-bullying and responsible use of technology procedures through positive modelling and the promotion of appropriate behaviour
- engaging in professional learning to support appropriate anti-bullying responses which could include cyber safety, restorative justice practices, mediation and developing social skills in students. Such opportunities are made available to staff on the same basis as other professional learning.
- supporting all aspects of related school policies
- remaining vigilant in how students are using technology through positive modelling and the promotion of appropriate behaviour
- embedding critical thinking, values clarification, respectful relationships and developing empathy into our teaching practice
- responding to bullying and cyber-bullying concerns by providing age appropriate guidance and boundaries so that students can learn to self-regulate.

Responsibilities of Students

Students at Salesian College have responsibilities to use technology appropriately and respectfully. The staff at Salesian College will encourage and support students to:

- follow the anti-bullying and responsible use of technology procedures
- immediately seek help from a trusted adult if they are aware of or involved in a bullying or cyber-bullying incident
- seek support if bullied and refrain from retaliating in any bullying incident
- understand that any social networking site that identifies the school by name or image or implication is part of the school environment
- in age-appropriate circumstances the student should keep evidence of alleged bullying and produce it on request (for example online messages).

Responsibilities of Parents/Guardians/Carers

Parents/guardians/Carers at Salesian College have responsibilities to use technology appropriately and respectfully. Salesian College will work in partnership with parents/guardians/carers in responding to incidents of bullying. Staff at Salesian College will:

- remind parents/guardians/carers about the need to reinforce the school messages in the proper use of technology to help children grow into ethical and responsible digital citizens
- encourage parents/guardians/carers to report serious matters of out-of-school hours

bullying and cyber- bullying to the Police or other appropriate authority and, as relevant, to the school

- ask parents/guardians/carers to contact the school immediately through the class teacher or directly through the principal if they know of any bullying incident
- expect that parents/guardians/carers will model behaviour that is indicative of Gospel values and that reflect the school's Vision and Mission statement. Thus parents/guardian/carers are required to act respectfully to all members of the school community at all times.
- encourage parents/guardians/carers to report serious matters of out-of-school hours bullying and cyber- bullying to the Police or other appropriate authority (such as the Internet Service Provider). When such bullying concerns the wellbeing of their own child, parents are to contact the principal.
- All information gathered will be treated confidentially

SUSPENSION

Salesian College may decide to suspend a student if the student, whilst attending school, travelling to or from school or engaged in any school-related activity away from school (including travel to and from that activity):

- creates a danger to the health, safety or welfare of anyone
- acts violently against other people
- damages property
- steals or helps others to steal
- brings, sells, buys or uses drugs (including alcohol) to/at school
- repeatedly disobeys clear and reasonable instruction from school staff
- interferes with the wellbeing, safety and educational opportunities of any student
- intimidates other members of the community: this includes treating other people unfairly due to their age, gender, race, religion, disability, size, sexuality or other feature
- is deliberately opposed to the school's ethos and expectations and the wellbeing of its community

Internal suspension

Internal suspension takes place in an appropriate and supervised setting to enable the student to reflect upon their behaviours and attitudes, the impact of these on themselves and others, reasons for preferring acceptable behaviours, and ways to find encouragement and assistance to achieve this goal. A reflective task in keeping with such a purpose will be provided if appropriate.

Out-of-school Suspension

In more serious situations, if an out-of-school suspension is deemed appropriate by the College the following will be communicated to the family:

- the legal and pastoral responsibilities of the parent(s)/guardian(s) /carers during the time of suspension
- the school's responsibility for providing learning material during the time of suspension
- the process of settling back into the school environment, and how this is to be facilitated
- arrangements for monitoring the student's progress following his return to school.

EXPULSION

Salesian College may decide to expel a student if the student, whilst attending school, travelling to or from the College or engaged in any related activity away from the College (including travel to and from that activity):

- creates a danger to the health, safety or welfare of anyone
- is violent against other people
- damages property
- steals or helps others to steal
- brings, sells, buys or uses drugs (including alcohol) to/at school
- repeatedly disobeys clear and reasonable instruction from school staff
- interferes with the wellbeing, safety and educational opportunities of any student
- intimidates other members of the community: this may include treating other people unfairly due to their age, gender, race, religion, disability, size, sexuality or other feature
- is deliberately opposed to the school's ethos and expectations and the wellbeing of its community.

Salesian College is committed to providing and maintaining an environment that prioritises the safety of all members of the learning community.

The process for expulsion should follow, as far as practicable, the guidelines for expulsion promulgated by the Melbourne Archdiocese Catholic Schools office. This process must include formal notification in writing to the Salesian Provincial (copied to the Director of the relevant Melbourne Archdiocese Catholic Schools Office) from the Principal concerned.

Appeal Process

The student expelled, together with his parents/guardians/carers, has the right to formally appeal his expulsion and to have his expulsion reviewed by the College Board. The review should consist of:

- A formal letter from the parents/guardians to the Provincial outlining the reasons for the appeal.
- A request to the Principal from the Board for all documentary evidence related to the expulsion. This may include statements from the relevant staff involved in the expulsion process.
- An opportunity for a 'right-of-reply' to the Board from the Principal regarding the parent/guardian/carers concerns regarding the expulsion.
- A formal meeting (if requested) between the expelled student and his parents/guardians/carers with a representative of the Board

- A formal letter from the Board (copied to the Principal and the Director of the Eastern Region, Melbourne Archdiocese Catholic Schools) detailing the final outcome of the appeal.

STUDENT SUPERVISION

Consistent with Salesian College's vision of the education programs, we aim to empower students to encounter the future with respect, courage and kindness, enriched by life-giving relationships and inspired to bring the Gospel to life.

Salesian College and all teachers have a duty of care to ensure the safety and wellbeing of all students by ensuring appropriate supervision at all times. At Salesian College, the adequate supervision of students is the responsibility of all staff. This policy requires all staff to take such measures that are reasonable in the circumstances to protect students from the risk of harm that could reasonably have been foreseen.

Supervision will be provided to students that takes into account the degree of care needed for the protection of students and having regard to:

- their age, skill and experience
- any physical and/or intellectual impairments
- medical conditions
- known behavioural characteristics
- the nature of activities being undertaken and hazards.

Supervising staff will receive first aid training and the school will ensure adequate first aid facilities are available with regard to the nature of the activities being undertaken.

Accidents and incidents will be dealt with promptly through appropriate treatment and/or intervention.

Accidents and incidents will be recorded in the Accident and Incident Register and follow up and remedial actions undertaken as appropriate to the particular situation and in accordance with relevant policies.

Consistent with Salesian College's vision of the education programs, we aim to empower students to encounter the future with respect, courage and kindness, enriched by life-giving relationships and inspired to bring the Gospel to life.

Salesian College and all teachers have a duty of care to ensure the safety and wellbeing of all students by ensuring appropriate supervision at all times. At Salesian College, the adequate supervision of students is the responsibility of all staff. This policy requires all staff to take such measures that are reasonable in the circumstances to protect students from the risk of harm that could reasonably have been foreseen.

PRINCIPLES

The provision of adequate and appropriate supervision of students in the school, including:

- all indoor and outdoor activities
- activities that occur off site

- activities involving external providers
- school sponsored activities that occur outside school hours.

Indoor and outdoor activities on school site

The following requirements will be followed in regard to indoor and outdoor activities on the school site:

- Teachers are responsible for supervising the students in their class at all times while they are in charge of their class.
- Students will be supervised in all activities that are undertaken as part of the classroom routine, as well as for activities that are not part of the regular routine.
- Adequate age appropriate supervision in class, including consideration of the nature of activities being undertaken to ensure proper use of plant and equipment, proper handling of any hazardous substances and use of relevant protective equipment
- If teachers need to leave their class for any reason, they must ensure that their class is being supervised by another authorised teacher
- Trainee teachers or visiting teachers are not authorised to be responsible for a class in the absence of a designated class teacher.
- Teachers must exercise due diligence in designing activities that take safety and care into consideration for all students with even greater care for younger students or students at risk.
- Trainee teachers, school officers, parent/guardian/carer helpers and visiting teachers may work with one or more students in small group work, but only under the supervision and direction of the classroom teacher.
- Classroom rules are designed at the start of each year to highlight expectations, set appropriate boundaries and assist the smooth conduct of the class.

Yard Assistance

A yard assistance roster for supervision of the school yard is created in line with the school organisation policy.

Off-site activities including camps, excursions and local functions

The following requirements will be followed in regard to off-site activities including camps, excursions and local functions:

- For each offsite activity, there is a designated teacher-in charge.
- All teachers and assistants must refer to the teacher-in-charge for decision-making, changes in direction or programs, or issues of concern.
- All teachers are responsible for all of the students in the activity.
- Helpers in the activity are there to support teachers, but are not authorised to make decisions for the group.
- Teachers must exercise due diligence in designing activities that take safety and care into consideration for all students, with even greater care for younger students.
- Teachers need to use a method of accounting for all students at any given point during the activity.
- A proposal form will be completed before and activity, excursion or camp by the Teacher-in-charge of the activity, This includes a risk assessment for the activity proposed. And put through the official approval process.
- Any accompanying or assisting non-teaching adult is required to have a current Working with Children Check (WWCC).

Activities involving external providers – on site or off-site

The following requirements will be followed in regard to activities involving external providers, either on the school site or off-site:

- The school is responsible for students at all times, and this responsibility cannot be delegated to others.
- The classroom teacher, or teacher in charge of the group is responsible for the group at all times.
- When an external provider is involved in working with a class or group of students a teacher will be present throughout the activity. E.g. swimming, camp activities, guest speaker on site.
- External providers are required to sign in at the school office, and wear a Visitor's Identification Card.
- External Providers must have a WWCC. The WWCC Number must be recorded by the front office when the provider signs in.
- A record of the activity, excursion or camp will be completed by the teacher-in-charge of the activity, and given to the principal, for approval, prior to the activity.
- If external providers are working with students one-to-one, they will be within the supervision and line of sight of other teachers in the school, e.g. music lessons, NDIS providers.
- If external providers, such as psychologists are providing one-to-one testing, the schedule is monitored by office staff or a school leader.

Before and after school supervision

Targeted areas of the school will be supervised for twenty minutes before the start of school and for sixty minutes after the end of school classes. Students still at after that time school will be taken the school office to await collection by their parents/guardians/carers. If the parents/guardians/carers do not come to collect their children within sixty minutes, a phone call will be made to the parents/guardians/carers or the emergency contact if the parents/guardians/carers cannot be contacted.

The College is committed to ensuring student safety however parental/guardian/carer co-operation is essential to managing safety issues immediately before and immediately after school.

As applicable, College activities (such as sport or band practice) arranged before or after school, will have appropriate supervision in place for attending students depending on the time and location of the activity.

Parents/guardians/carers will be informed of the College's supervision arrangements and made aware that students who attend school outside established supervision times may not be supervised and may not receive the care that is normal during the school day.

This policy will be implemented in conjunction with related policies. All supervising staff, including part-time teachers, replacement teachers and casual relief teachers are required to familiarise themselves with policies relating to the supervision of students.

A queries or points of clarification should be referred to the Principal or the Assistant Principal- Students.

Implementation

This policy will be implemented through a combination of:

- staff training
- effective communication and incident notification procedures
- effective record keeping procedures
- initiation of corrective actions where necessary.

APPENDIX

ATTENDANCE AND MONITORING

In accordance with the Education Training and Reform Act 2006 (Vic.) (the Act) and the Education and Training Reform Regulations 2017 (Vic.), school attendance is compulsory for children and young people aged from 6 to 17 years unless an exemption from attendance has been granted for absence and Exemption from School Attendance or Enrolment, Department of Education and Training (DET), 2021).

Whilst ensuring student attendance at school is a legal obligation of parents/guardians/carers, supporting students to attend school each day is the shared responsibility of all parents/guardians/carers, students, the school and the wider community.

Attending school every school day for the whole day enables students to participate in the school's educational program as well as develop their social skills. Regular attendance enables the school to:

- plan an organised educational program that is delivered in a consistent way and has continuity
 - facilitate shared student learning experiences that support the educational program
 - monitor student progress and adjust the educational program to meet student needs.
- All schools must maintain attendance records, identify and follow up unexplained absences and develop procedures to support and maintain student attendance.

Details and procedure within this policy are applicable to all student enrolled at the college.

The related procedures for recording attendance can be found in the "Roll Marking (Attendance) Procedure" and the "Attendance School Activity Procedure" as well as the "Procedure for monitoring school attendance and the "Guidelines for Absences".

For complex attendance exemption matters the Principal will contact the MACS Regional General Manager for assistance.

Parent/guardian/carer

Parents/guardians/carers must enrol a child of compulsory school age at a registered school and ensure the child attends at all times when the school is open for instruction, unless exemption from attendance has been granted. For absences where there is no exemption in place, the parent/guardian/carer must promptly provide an explanation on each occasion to the school.

Students

Students are expected to attend the school in which they are enrolled during normal school hours every day of term, unless there is an approved exemption from school attendance for the student, or the student is registered for home schooling and has partial enrolment.

Principal

The principal must ensure:

- *daily attendance of each student enrolled at the school is recorded for every class*
- *any absences of a student from school, including classes, are identified*
- *reasons for each student's absence are provided and recorded*
- *explanations for absences that are provided, are a reasonable excuse for the purposes of their responsibilities under the Act*
- *follow up any unexplained absences of a student by contacting the parent/guardian/carer of the student as soon as practicable on the same day*
- *parents/guardians/carers are notified promptly regarding a student's unsatisfactory school or class attendance. If, upon being notified of their child's absence or contacted to seek an explanation, a parent/guardian/carer reports that the child was not living with them on that day, the school should ensure they notify another parent/guardian/carer who was responsible for ensuring the child attended school on the relevant day/s*
- *if contact cannot be made with the parent, contact should be made with the emergency contact/s nominated on the student's file held by the school*
- *information regarding a student's unsatisfactory attendance at school or classes is recorded on their student file*
- *parents/guardians/carers are informed of their responsibilities around attendance and initiatives aimed at promoting parental/guardian/carer awareness of the importance of children attending school every day are implemented*
- *attendance improvement strategies, interventions and levels of adjustment are implemented where the absence is having a significant impact on a student's educational achievement and development, including an Attendance Student Support Group, Personalised Learning Plan, Student Absence Learning Plan and Return to School Plan*
- *strategies for supporting attendance of students in out-of-home care, experiencing homelessness, Aboriginal and Torres Strait Islander (ATSI) families, overseas students, students with disabilities, students with cultural and linguistically diverse backgrounds and newly arrived families are implemented*
- *The MACS Regional General Manager is to be advised prior a referral to a DET School Attendance Officer when a student has been absent from school on at least five full days in the previous 12 months without a reasonable excuse for absence*
 - *refer to the Everyday Counts flowchart on the CEVN webpage:
<https://cevn.cecv.catholic.edu.au/Melb/Student-Support/Attendance>*
- *referral processes are implemented to Child FIRST or Child Protection, MACS and the School Attendance Officer where required.*
 - *refer to Child Protection and Child Safe Standards (PROTECT)*

Definitions

Attendance

A student is considered to be in attendance at school when onsite and/or involved in an offsite curriculum program or other activity organised by the school (for example an excursion or camp).

A student is also considered to be in attendance when the student is engaged in a re-engagement program or another school part time to make up full time attendance and the schools or settings have agreed the time fractions, allocation of Student Resource Package (or other funding) and the educational plan for the student.

Parent/guardian/carer

Includes a guardian/carer and every person who has parental responsibility for the child including parental responsibility under the *Family Law Act 1975 (Cwlth)* and any person with whom a child normally or regularly resides.

Unexplained or unapproved absences

The college can approve or not approve any absence, based on the requirements of the *Education and Training Reform Act 2006 (Vic)*, an individual school policy or on a case-by-case basis. The Act provides some examples of what a reasonable excuse is for the purposes of explaining a school absence and includes, amongst other considerations:

- Illnesses and accidents
- Unforeseen and unexplained circumstances
- If the absence was a result of complying with another law
- The child is receiving distance education through a registered school
- The child is undertaking approved education, training and/or employment
- The child has been suspended or negotiated transfer/expelled
- The child is attending or observing a religious event or obligation.

Unexplained Absence

The college will record an absence as unexplained if no explanation about the absence is given to the school by the parent/guardian/carer of the student.

If the parent/guardian/carer does contact the school to provide an explanation on the day of the student absence, the school must attempt to contact the parent or legal guardian either by phone or in writing and seek a clarification for the absence.

If no contact can be made with the parent/guardian/carer of the child within 10 days, the absence will be recorded as an unexplained absence and a noted will be made in the child's file. A parent/guardian/carer can contact the college at any time after the recorded absence to provide an explanation.

Unapproved Absence

In general, the college may record an absence as unapproved when no reasonable explanation has been given for the student's absence. If a reason is given for a student absence is not approved by the college then the school will notify the parent/guardian/carer via email.

Exemption

The *Education and Training Reform Act 2006 (Vic)* allows exemptions from school attendance and enrolment to be granted in certain circumstances, where the student:

- is a child who turns 6 (compulsory school age) while attending kindergarten
- will be participating in approved education or training, or employment, or both, on a full time basis
- is employed or seeking employment during school hours in the entertainment industry.

An exemption from school attendance and enrolment may also be granted where leaving school is in the best interests of the student.

All applications for exemptions are considered on a case by case basis, with the student's best interests as the guiding principle for decision-making. In making a decision, the potential benefits or negative consequences of granting the exemption to the student's educational progress, wellbeing and development are also considered. A student must continue attending school until an exemption is granted.

Note: No exemption is required if a student is not of compulsory school age (six to 17 years of age).

Exemptions, including written approval for student attendance and enrolment to be exempt or reduced to less than full time, can only be authorised by the MACS Regional General Manager in conjunction with the school principal.

Refer to the Department of Education and Training (DET) [Exemption from school attendance and enrolment](#) guidance for further information.

School Attendance Officers

In the context of attendance, DET School Attendance Officers are empowered through the Act to issue School Attendance Notices, School Enrolment Notices and Infringement Notices. Refer to DET [Infringement notices](#) guidance for further information.

Principles

Every student at Salesian College should feel safe and be adequately supervised outside of class time.

References

- Department of Education and Training (Vic). 2021. [School attendance guidelines](#)
- Department of Education and Training (Vic). 2020. [Exemption from School Attendance or Enrolment](#)
- Department of Education and Training (Vic). 2020. [Seven attendance improvement strategies](#)
- [Education and Training Reform Act 2006 \(Vic.\)](#)
- [Education and Training Reform Regulations 2017 \(Vic.\)](#)

Resources

Department of Education and Training (Vic). 2021. Effective Schools are Engaging Schools: Student Engagement Policy Guidelines

‘Everyday Counts’ on the CEVN webpage: <https://cevn.cecv.catholic.edu.au/Melb/Student-Support/Attendance>

DRUG EDUCATION

Salesian College affirms the right of all College community members to feel safe. The Drug Education policy, related programmes and processes aim to nurture a safe and supportive school environment. The approach to drug education should be proactive and oriented towards prevention, harm minimisation and intervention.

The College will endeavour to address drug education issues with students through ongoing educational programs.

The Salesian College Drug Education Program will:

1. Promote the physical, social and emotional wellbeing of each child to help reduce substance misuse.
2. Acknowledge that drug education is a shared responsibility between home, school and community.
3. Have an emphasis on harm minimisation.
4. Utilise a range of approaches in both the curriculum and pastoral areas.
5. Be consistent with the guidelines produced by the Melbourne Archdiocese Catholic Schools and the appropriate government agencies.

Expectations

At Salesian College we will:

1. Establish a core group responsible for the coordination and implementation of a Drug Education Program.
2. Ensure a variety of teaching and learning strategies support the curriculum at each level.
3. Identify programs which inform and support students, parents and other family members.
4. Ensure that staff participate in appropriately planned professional development.
5. Ensure staff, parents and students are informed about the program.
6. Ensure that a comprehensive welfare support structure is established and maintained.

UNIFORM

Salesian College students are required to wear the college uniform correctly, neatly and proudly at all times especially when they are attending important functions at school, representing their College in public or travelling to and from school.

Appearance and Attire

Students must maintain a high standard in the wearing of their College uniform and in their personal presentation. This includes ensuring that they:

- Wear their uniform correctly, neatly and proudly at all times
- Refrain from extreme fashions in dress, hairstyles and appearance
- They will not wear jewelry (other than a simple metal cross around the neck)
- Are clean shaven at all times.

Notes

The sports uniform is to be worn on official sports days only. If the complete sports uniform cannot be worn on such days, then the complete formal uniform must be worn in its place.

Student Responsibilities

Students have the responsibility of adhering to the college uniform policy. However, it is important that they not only wear the required uniform items at the correct time, but that they wear them in a neat, clean and proud manner. In this respect, they should avoid casualness and untidiness at all times. They should also play their part in ensuring that their uniform is pressed, repaired or replaced when needed, and that mislaid clothing is promptly recovered. Finally, in the interest of safety, students need to be aware of the necessity of wearing appropriate clothing and footwear in certain situations.

Parent Responsibilities

Parents have the responsibility of providing their sons with the complete and correct uniform, and ensuring that it is labelled, repaired, replaced, cleaned and pressed when required. They should also insist that their sons both leave and arrive home in neat and complete uniform, and should constantly encourage their sons to abide by the College Uniform Code.

Staff Responsibilities

Staff members have the responsibility of consistently enforcing the student College Uniform Code. This will involve regular uniform inspection and communication with parents if necessary.

Consequences

Those students who consistently fail to abide by the College Uniform Code, and refuse to accept their responsibilities in regard to wearing their uniform neatly and correctly, need to be aware that they will face certain consequences for their lack of responsibility. Such consequences consist of:

- counselling and warning;
- issuing a 'caution'
- interviews with students and parents;
- confiscation of non-uniform items for a set period of time;
- exclusion from College representation and excursions;
- after-school detention

Academy Uniform Shop

Complete College Uniforms are available from:

Academy Uniforms

2/810-818 Princes HWY, Springvale.

Online ordering at www.academyuniforms.com.au

Shop Opening hours

- Tuesday – Thursday 9:00am – 5:00pm
- Saturday 9:00am – 12:00pm

Additional trading hours will be published on the College website and in the College Blog.

The shop can be contacted directly on 9574 1314.

HAIR EXPECTATIONS

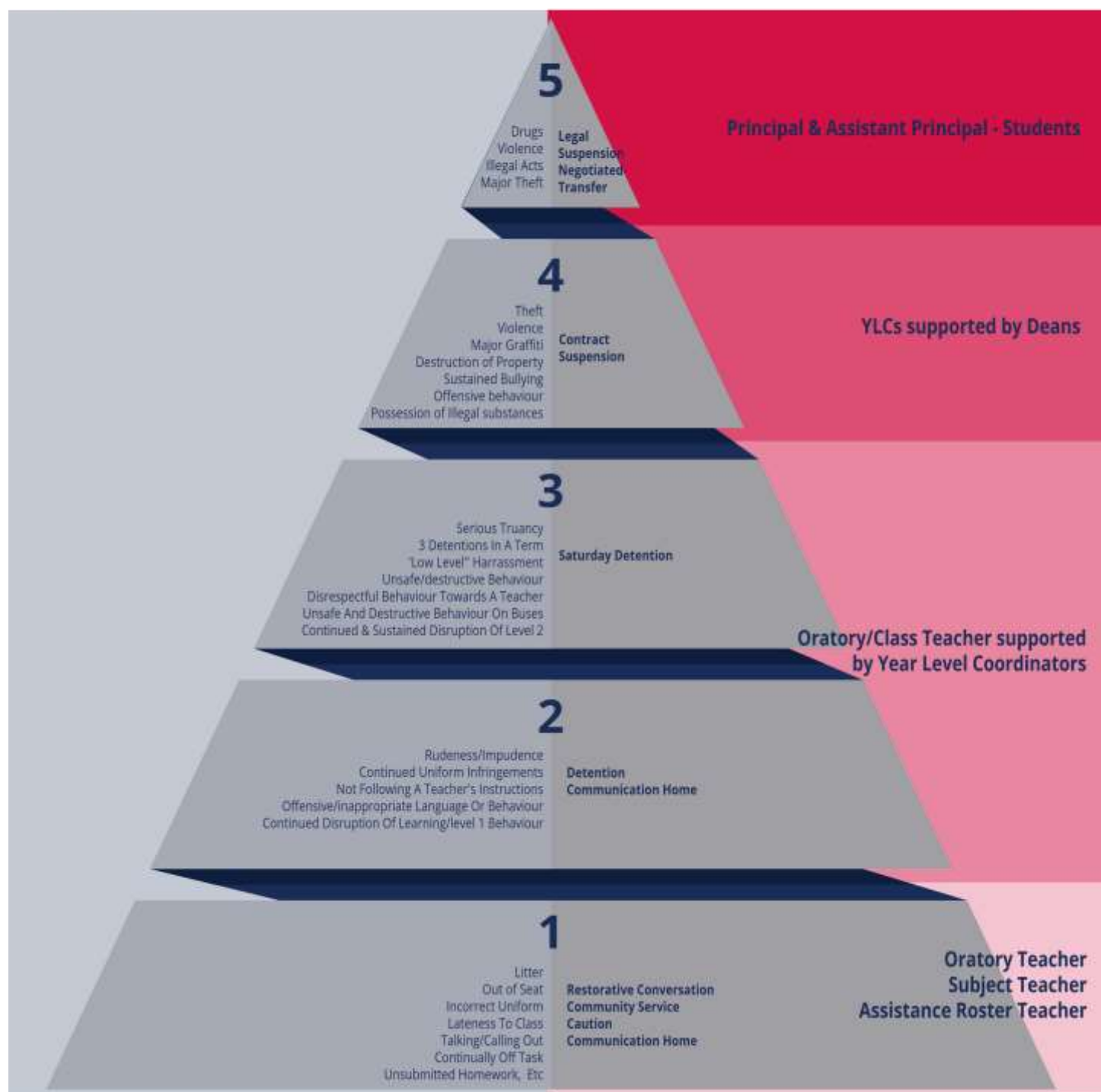
Students are expected to have neat haircuts, with hair to be well groomed at all times.

For health and safety reasons, hair that can be tied up, must be tied up, and fringe length must be off the face and not tucked behind the ears.

Extremes of hair (in terms of style and colour), as judged by the College Principal or delegate, are not permitted. Examples of extreme and/or inappropriate hairstyles include, but are not limited to: dyed or bleached hair, tails, mohawks, shaved heads, dreadlocks, undercuts, lines, shaved patches in the sides, mullets, hair cut shorter than No. 2 clipper/combs and extreme high fade.

If asked to have a haircut, students are to attend to it immediately.

Any student who chooses not to comply with these expectations may be asked to stay at home until the issue is rectified.



Student Services and Parent/

1. Community Service will involve a student spending a part of their lunchtime or recess contributing in some way to the College Community e.g. tidying the yard or room.
2. Restorative Processes are used in the first instance at every level when managing the behaviour of students.
3. Detention Sessions will be held during the week from 3.20pm – 4.00pm. Saturday detentions will be from 9.00am-11.00am as required.
25. Suspensions are either "in-house" where the student is expected to come to school under the supervision of a Year Level Coordinator without any contact with others. "Out of school suspensions" are a very serious consequence that involves excluding the student from school until a meeting with the parents/guardians/carers.