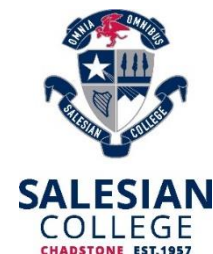


# STUDENT PASTORAL CARE AND POSITIVE BEHAVIOUR POLICY

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## PART I – CONTEXT OF THE POLICY

This part of the Student Pastoral Care and Positive Behaviour Policy sets out the background to the Policy and the requirements that have informed its development and implementation. This part is intended to inform the specific requirements and processes set out in part three of the policy and to inform the College's overall approach to the management of student engagement, behaviour and wellbeing.

## POLICY STATEMENT

In 1957 a group of dedicated people with a clear vision brought St John Bosco's pastoral vision to Melbourne's rural Chadstone. Today, building developments and technological advancements communicate the College's commitment to progress, while core pedagogical vision remains just as relevant as it was 65 years ago. Empowering young people to discover their own intrinsic goodness, while developing the skills and courage to express it in practical ways, is at the core of the Salesian Charism.

As a College, we are committed to building a caring community which:

- Ensures that a Catholic and Salesian ethos underpins all aspects of College life within an atmosphere of respect for all
- Promotes initiative, a spirit of enquiry and a desire to strive for academic excellence through innovative and supportive teaching
- Provides students and staff with every opportunity to develop all aspects of each individual
- Practises wise governance, strategic leadership and fair processes; and
- Works in partnership with parents, families, past pupils, parishes, educational and ecclesiastical institutions and other civic agencies.
- Aims to empower young men to live with integrity through experiences of community and prayer and a sensitivity to justice to enable them to live as 'Good Christians and Honest Citizens.'

Salesian College Chadstone is committed to providing equitable access and opportunity for all. The College considers that awareness of, recognition of, and responsiveness to the needs and rights of all individuals are essential to human dignity. Inclusive practices embrace and celebrate diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes.

Foundational to our work with students, families and the college community is the building of genuine, authentic relationships. All teachers, students, families, parishes and the wider community contribute to fostering life-affirming relationships that recognise and support the inherent dignity of each person.

## POLICY SYNOPSIS

The Salesian College Chadstone Student Pastoral Care and Positive Behaviour Policy reflects the college community's shared expectations in relation to student engagement, attendance and behaviour. This Policy sets out the clear processes to be followed to support students' behavioural, educational, and emotional engagement.

This Policy provides an overview of how Salesian College Chadstone will:

- promote positive behaviour in the college community
- seek to prevent behavioural issues

- respond to challenging student behaviour occurring at the College, at a College activity away from the college grounds or while travelling to or from college or a college activity.

This Policy should be read in conjunction with all College policies and the CECV Positive Behaviour Guidelines 2018.

## **RATIONALE**

At Salesian College Chadstone, 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 in supporting one another and helping each other to flourish. For adults at Salesian College Chadstone, 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 Chadstone through the actions, interactions and attitudes of all community members. 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).

## **LEGISLATIVE CONTEXT**

The Education Training and Reform Regulations 2017 (Vic.) (sch 4 cl 12) outlines the College's obligations to ensure the care, safety and welfare of all students attending the College.

This document is informed by relevant Australian and Victorian legislation including:

- Education and Training Reform Act 2006 (Vic.)
- Education and Training Reform Regulations 2017 (Vic.)
- Ministerial Order 1359 (Vic) – Implementing the child safe standards – managing the risk of child abuse in schools and school boarding premises
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Equal Opportunity Act 2010 (Vic.)
- Occupational Health and Safety Act 2004 (Vic.).
- Change or Suppression (Conversion) Practices Prohibition Act 2021 (Vic)
- Privacy Act 1988 (Cth)
- Sex Discrimination Act 1984 (Cth)

This document should be read in combination with the CECV Positive Behaviour Guidelines 2018 and is also informed by the following resources:

- Victorian Registration and Qualifications Authority (VRQA) policy requirements
- National Safe Colleges Framework <http://www.education.gov.au/national-safe-colleges-framework-0>
- eXcel: Wellbeing for Learning in Catholic College Communities
- Health Promoting Colleges Framework [www.ahpsa.org.au](http://www.ahpsa.org.au)
- CECV Intervention Framework 2015 [www.cecv.catholic.edu.au/publications/CECV-Intervention-Framework.pdf](http://www.cecv.catholic.edu.au/publications/CECV-Intervention-Framework.pdf)
- CECV Safe and Sound Practice Guidelines

## GUIDING PRINCIPLES

Salesian College Chadstone strives to build a safe and positive college environment that is guided by Gospel values and honours the dignity of the individual, the family and the College. The development and promotion of high-quality relationships are responsibilities shared by all members of the college community. Teachers, students, families and the wider community contribute to and share in the responsibility to foster life-affirming relationships that recognise and support the inherent dignity and safety of each person.

This Policy has been developed in consultation with the College community and seeks to prioritise respectful relationships and safety in response to the rights and needs of all members of the college community. A safe and supportive environment respects the rights of all students to learn, the rights of all teachers to teach and the rights of all members of the college community to be safe.

Our College aims:

- to promote the values of honesty, fairness and respect for others
- to acknowledge the worth of all members of the community and their right to work and learn in a positive environment
- to maintain good order and harmony
- to affirm cooperation as well as responsible independence in learning
- to foster self-discipline and to develop responsibility for one's own behaviour.

The 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”. The pillars of the Preventative System are based upon the three pillars of reason, religion, and loving kindness.

## COLLEGE VALUES

Pastoral care at Salesian College Chadstone is underpinned by the College’s Vision, Mission and Values.

**Vision** – A dynamic, joy-filled Catholic learning community, Salesian College Chadstone inspires all students to strive for excellence in the spirit of Don Bosco through Christ-centred Catholic education providing excellent, inclusive and contemporary schooling.

**Mission** – Salesian College Chadstone is a Catholic College for boys in the Salesian tradition. We welcome all students and their families, celebrate diversity and promote relationships built on mutual respect. All in the community are treated as valued partners in laying the foundation for lifelong learning. We celebrate the achievements of all within an environment of joy and optimism.

**Values** – Integrity, Respect, Belonging, Joy, Dynamism

## SHARED EXPECTATIONS

The development and promotion of high-quality relationships are responsibilities shared by all members of the college community. The shared expectations of students, parents and the college are clearly articulated in the policies, procedures and framework documents and will be jointly implemented by all members of the college community. Expectations for all college community members focus on positive behaviours, prevention and early intervention and consistent, fair and reasonable in the context of our college values (integrity, respect, joy, dynamism, belonging). The table below sets out the College’s expectations for its students, parents/guardians/carers and staff with respect to upholding the College values.

<b>Students should:</b>	<b>Parents/Guardians/Carers should:</b>	<b>Principals/Teachers and Staff should:</b>
1. Take responsibility for their learning and establish high expectations of themselves so they can learn effectively	1. Maintain high expectations of their child's behaviour, understand and support the implementation of the College's behavioural expectations	1. Promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
2. Model the College's values of integrity, respect, belonging, joy and dynamism ensuring that their attitude and behaviour is always helpful and considerate of others.	2. Openly communicate with the College about their child's circumstances	2. Deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child.
3. Take responsibility for their own behaviour and the impact of their behaviour on others ensuring that they respect the right of other students to learn and teachers to teach.	3. Cooperate with the College by assisting in the development and enforcement of strategies to address individual needs	3. Employ whole college and classroom practices that enforce appropriate behaviour and focus on the implementation of preventative and early strategies to address attendance and behavioural concerns.
4. Comply with this Policy and engage with teachers and parents in developing strategies to improve outcomes to: <ul style="list-style-type: none"> <li>a) follow all reasonable requests of staff</li> <li>b) respect the rights of others to be safe and learn</li> <li>c) respect the property of others.</li> <li>d) ensure that students are courteous and respectful to fellow students, teachers and other College staff, and to all visitors</li> </ul>	4. Provide complete, accurate and up to date information when completing an enrolment form and supply the College, prior to and during enrolment, with any additional information as may be requested by the College or directly relevant to the College's capacity to care for and educate the student. This includes copies of documents such as relevant, reports from previous colleges, court orders or parenting agreements	4. Consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances where the learning capacity of students is significantly compromised.
5. Wear their uniform correctly, neatly, and proudly at all times and adhere to College expectations on appearance.	5. Comply with the college's Code of Conduct to support the college in upholding expected standards of dress, appearance and behaviour, in accordance with the terms of your child's enrolment at the College.	5. Plan for the professional learning needs of all staff to enable them to develop and maintain positive relationships with their students, to understand the diverse circumstances of students and provide support to those who are vulnerable or who have special needs.
	6. Acknowledge and understand that unacceptable behaviour by a child, or repeated behaviour by a parent or guardian that, in the college's view, is unacceptable and damaging to the partnership between parent/guardian/carer and college, may result in suspension, negotiated transfer or withdrawal of the child's enrolment.	6. Recognise that for some students (including vulnerable students or students with disabilities) additional support may be needed in the form of staged responses and staff are committed to working with families to reintegrate students in an educational setting after exclusion

## SCOPE

This policy applies to all Salesian College Chadstone students.

Additionally, the policy assists staff, parents, carers, and guardians to understand and implement the type of behaviour which is expected of students and promotes a safe, positive, and productive learning environment.

## VERSION CONTROL

Prepared by	Assistant Principal – Students & Engagement
Version	2.0
Approved by	Salesian College Board
Approval date	10/9/2024
Next review	2027

## ISSUE HISTORY

Date Modified	Modified by	Version	Details
August 2023	Assistant Principal – Students & Engagement	1.0	Cyclic review - content has been broadened to include all areas related to student behaviour into one policy.

## DEFINITIONS

**Appropriate behaviour** is behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with our college rules, codes of conduct and behavioural expectations.

**Attendance:** A student is in attendance at the College when onsite and/or involved in an offsite curriculum program or other activity organised by the College (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 college part time to make up full time attendance and the colleges or settings have agreed the time fractions, allocation of funding and the educational plan for the student.

**At risk behaviour** is any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional or psychological harm.

**Behaviour** is defined as the way in which one acts or conducts oneself, especially towards others. In general terms, it can be considered to be anything we say or do.

**Bullying:** Bullying is repeated unreasonable behaviour directed towards a person that creates a risk to health and safety. It occurs when an individual or group deliberately upsets or hurts another person, their property, reputation or social acceptance on more than one occasion. Forms of bullying include physical, verbal, gesture, extortion, exclusion, visual, and sexual bullying and can be direct or indirect. 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

**College Attendance Officers** In the context of attendance, Department of Education College Attendance Officers are empowered through the Act to issue College Attendance Notices, College Enrolment Notices and Infringement Notices.

**Criminal offence(s):** refer to forms of unacceptable behaviour that may be serious enough to constitute a criminal offence.

**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).

**Discrimination:** Occurs when a person is treated unfavourably compared to another person/s on the basis of a particular attribute or characteristic. It can be either direct (i.e. a person is treated unfavourably because they have a protected attribute such as age, race or religion) or indirect (i.e. when a condition, requirement or practice has the effect of disadvantaging people with a particular attribute protected by law and that condition, practice or requirement is not reasonable).

**Discriminatory conduct** is behaviour whereby an individual is treated less favourably on the basis of a relevant attribute, including their sex, race, sexual orientation, age, disability, religion, physical appearance or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.

**Exclusion bullying:** deliberately being left out of activities.

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

- will be participating in approved education or training, or employment, or both, on a full-time basis
- is employed or seeking employment during college hours in the entertainment industry.

**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.

**Gender:** A person's identity as male or female, harmonious with one's biological sex upon birth (Catechism of the Catholic Church, 2333). 'Biological sex' is also sometimes called a person's 'legal gender'.

**Gender dysphoria:** A concept defined in the DSM-5 as marked incongruence between their experienced or expressed gender and the one they were assigned at birth.

**Gender incongruence:** A marked and persistent discord between the natal (birth) gender and the experienced/expressed gender of the person (APA 2013) (WHO 2019)

**Gender identity:** In common use it is understood as the way in which individuals perceive and describe themselves psychologically. It is defined in the legislation as 'the gender-related identity, appearance or mannerisms or other gender-related characteristics of a person (whether by way of medical intervention or not) with or without regard to the person's designated sex at birth' (*Sex Discrimination Act 1984* (Cth)).

**Gender transitioning:** The process where a transgender person commences living as a member of another sex. This may occur through medical intervention, style of dressing, or anything else that indicates an intention to commence living permanently as a member of another sex.

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

**Inappropriate behaviour or unacceptable behaviour** (including bullying, harassment and victimisation), may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as gestures, written, telephone or e-mail communications or through social media.

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

**Intersex:** Is the status of having physical, hormonal genetic or chromosomal features that are:

- a. neither wholly female nor wholly male; (or)
- b. a combination of female and male; (or)
- c. neither female nor male' (*Sex Discrimination Act 1984* (Cth)).

Intersexuality relates to biological variations, not about a person's 'felt' gender. People with intersex variations share the same range of sexual orientation, identities and gender expression as people with no intersex variations.

**Mature minor:** A student can be categorised as a mature minor by the Principal and has the maturity and capacity to make their own decision about a particular issue.

**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* (Cth) and any person with whom a child normally or regularly resides.

**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. This 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.

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

**Physical restraint:** the use of force to prevent, restrict or subdue the movement of a student's body or part of their body where the student is not free to move away. Restraint does not include protective physical interventions, which involve physical contact to block, deflect or redirect a student's actions, or disengage from a student's grip.

**Sex:** A biological term dividing a species into male and female, usually based on physical, hormonal, chromosomal and genetic characteristics. A person's 'sex' is usually the basis for their 'legal gender'.

**Transgender:** A person whose gender identity is different to their biological sex.

**Seclusion:** the solitary confinement of a person in a room or area from which their exit is prevented by a barrier or another person. Seclusion includes situations where a person is left alone in a room or area and reasonably believes they cannot leave that room or area even if they may physically be able to (e.g. the door is not locked). Seclusion does not include the use of a safe place, time out or chill out rooms, being conditions that are set up to support the student and often included in Behaviour Support Plans.

**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.

**Student wellbeing** is a sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships and experiences at college (Noble & Wyatt, 2008, p.21). This holistic view recognises the sacredness, dignity and giftedness of each person (Horizons of Hope: Wellbeing, 2017, p.3).

**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 College will notify the parent/guardian/carer via email.

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

**Verbal bullying:** put downs, particularly those referring to physical characteristics, or other comments made by an individual that do or are reasonably likely to result in loss of self-esteem.

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

## **RESOURCES**

[Catholic Education Commission](#)

[DET Policy and Advisory Library](#)

## **RELATED POLICES**

- Child Safety and Wellbeing Policy
- PROTECT: Identifying and Responding to Child Abuse – Reporting Obligations Policy
- Reportable Conduct Policy
- Engaging Families in Child Safety Policy
- Risk Management Policy
- Enrolment Policy
- Complaints Handling Policy
- School Organisation Policy
- Professional Learning Policy
- Information Communication Technology (ICT) Policy
- Privacy Policy
- OHS Policy
- Bullying and Harassment Policy



## PART II – THE COLLEGE’S APPROACH

This part of the Student Pastoral Care and Positive Behaviour Policy sets out the general approach by the College to student behaviour issues as well as the broad systems that the College has in place to manage and promote student behaviour and wellbeing.

This part is intended to inform the specific requirements and processes set out in part three of the policy and to reference the relevant requirements that the College must meet in delivering and implementing the processes set out in part three of this policy.

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#### 2.1. DUTY OF CARE AND IDENTIFYING, ASSESSING AND MITIGATING RISK

All students have the right to feel safe and to be safe. The College recognises that it has a legal and moral responsibility to take steps to protect its students from foreseeable risks of harm within the school environment. The School is committed to providing a safe and supportive environment for all members of the School community, particularly the students within its care. This is of paramount importance.

The *Education Training and Reform Regulations 2017* (Vic.) (sch 4 cl 12) require that colleges ensure that the care, safety and welfare of all students attending the college 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 a legal obligation that requires the College 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 college may decide to take in response to a potential risk or hazard will depend on the circumstances of the risk. The College and teaching staff must exercise professional judgment to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students' independence while maximising learning opportunities.

#### Purpose

The College must protect children and young people, as far as is practicable, from risks of harm and injury that exist within the College environment by ensuring that members of the College staff are aware of and understand their duty of care to students, and behave in a manner that does not compromise those legal and moral obligations.

The roles and responsibilities of the College and its staff in protecting the safety and wellbeing of all children and young people within their care are set out in the policy. This policy is to be read in conjunction with the other policies and procedures maintained by the College concerning the safety and wellbeing of its students.

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Education and Training Reform Act 2006 (Vic), Children Youth and Families Act 2005 (Vic), Ministerial Order No. 870 – Child Safe Standards – Managing the Risk of Child Abuse in Schools, the Occupational Health and Safety Act 2004 (Vic) and the Victorian Registration and Qualifications Authority requirements.

## **Responsibilities**

In addition to their professional obligations, principals and teachers have a legal duty to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable. Principals and teachers are held to a high standard of care in relation to students. "A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher's charge from risks of injury that the teacher should reasonably have foreseen." (*Richards v State of Victoria* (1969) VR 136 at p. 141)

It is the responsibility of the Principal to plan, implement and monitor arrangements to ensure the safety, security and wellbeing of students, including:

- ensuring the College complies with the 11 Child Safe Standards
- provision of suitable and safe premises
- provision of an adequate system of supervision
- implementation of strategies to prevent bullying
- ensuring that medical assistance is provided to a sick or injured student
- managing employee recruitment, conduct and performance.

It is the responsibility of the Principal, together with leadership staff and the College Board to ensure that this Policy is regularly reviewed and assessed to ensure its effectiveness. It is also the responsibility of the Principal and the staff of the School to understand that in some circumstances, the School's duty (and therefore the teachers' duty) will extend beyond school hours and outside of school grounds. The duty will be extended to outside school hours and premises when the relationship between the school and the student requires it *in the particular circumstances*.

It is the responsibility of all staff, particularly teaching staff, to ensure that they are aware of their legal and moral obligations and the duty of care they owe to all students, and to ensure that they understand and meet the expectations set out in this Policy.

## **Meeting the duty of care**

Although the general duty is to take reasonable steps to protect students from reasonably foreseeable risks of injury, specific (but not exhaustive) requirements of the duty involve providing adequate supervision in the school or on school activities as well as providing safe and suitable buildings, grounds and equipment.

In discharging its duty of care to students, Salesian College Chadstone will:

- ensure compliance with the Child Safe Standards
- assess and monitor risks to safety and wellbeing
- 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.

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

- bullying prevention and intervention
- camps and excursions
- child safe and wellbeing
- 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 college yard.

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

## **2.2. COLLEGE'S APPROACH TO BEHAVIOURAL MANAGEMENT**

Salesian College Chadstone students are expected to conduct themselves in a courteous manner that reflects the ethos on Don Bosco. In promoting a strong sense of community at the College, we place great emphasis on the responsibility of each member towards the other members of the community and the importance of contributing towards the common good. Student expectations are set out in the Student Code of Conduct, which each student is a signatory to upon their commencement at the College.

If a student is not meeting these expectations of the College, he will be subject to corrective action. In all these cases, procedural fairness will be afforded all students.

### **Positive reinforcement of appropriate behaviour**

The College will implement culturally inclusive strategies to reinforce appropriate behaviour, emphasising individual responsibility and contribution to the common good. Positive reinforcement of appropriate behaviour may include:

- verbal recognition
- individual or class rewards
- communication with parents/wider college community, as appropriate.

### **Expectations of student behaviour**

The College is aware that students grow intellectually, socially, and emotionally in classrooms with teachers who set consistent limits, who teach self-discipline and, establish caring relationships that value the uniqueness of each student. Students learn best in an environment which is warm and supportive and where there are clear expectations about their learning and behaviour. If they are to do well socially and academically, they need to know exactly what is expected of them.

### **Classroom Expectations**

Classroom expectations represent a fundamental approach to behavioural management. They are in effect every lesson every day and help to ensure that all in the community are afforded a safe and orderly classroom. Classroom expectations are applied consistently to ensure that an environment is cultivated where teachers can teach and students can learn.

The College's expectations of students within the classroom are:

- Follow directions the first time
- Keep hands off people and their belongings
- Do not leave the room or your seat without permission
- No swearing, teasing, harassment, or yelling

- Bring all necessary learning materials to class
- Fully complete all class and homework tasks
- Wear full, neat and correct uniform
- No eating in the classroom or corridors.
- Mobile Phones are to be in lockers at all times

These expectations are informed by the student code of conduct.

### **Classroom Discipline Plan**

The College has crafted a Classroom Discipline Plan faithful to the vision of St. John Bosco and modelled on best current educational practice and guides the management of and response to unacceptable classroom behaviour in ordinary situations. The Plan helps build a positive atmosphere in each class using:

- Comprehensive expectations that can be understood and followed
- A Merit System to affirm students' positive actions
- A Caution System to assist students in identifying behavioural issues and alerting them of relevant consequences.

### **Caution System**

Students who fail to meet the established expectations of behaviour will be issued a 'Caution'.

This is a consequence that operates as follows:

- Incidents issued a caution will be recorded on SIMON
- Students may, depending on the circumstances, receive a warning before receiving a caution
- Upon receiving three cautions, the student will be issued a 40 minute after school detention.
- If the student continues to breach expectations and attains 6 cautions, the student will be issued a Saturday detention.

### **Commendation System**

The Commendation System is used to affirm students who strive to achieve personal excellence. Commendations are issued to recognise genuine achievement in areas such as:

- High/improved standards of academic performance
- High/improved standards of behaviour
- Co-curricular achievements
- Service to others
- Honesty
- Participation

## **2.3. TIERS OF SUPPORT**

When setting expectations of student conduct and behaviour, and subsequently addressing incidents where students fall short of the expectations placed upon them by the College, the College will follow the tiered approach set out below. The tiered approach is not designed to be prescriptive or rigid, but guides overall decision making and practices with respect to managing student behaviour. All incidents of unacceptable behaviour, particularly more serious incidents, will involve a case-by-case assessment and response.

### **Tier 1: College-Wide Supports**

Salesian College Chadstone implements culturally inclusive, college-wide preventative and early intervention strategies and practices for all its students to support positive behaviours, including:

- establishing predictable, fair and democratic classrooms and college environments
- providing physical environments that are conducive to positive behaviours and effective engagement in learning
- ensuring student participation in the development and implementation of whole college expectations

- empowering students by creating opportunities to take responsibility and be involved in decision making
- monitoring attendance and academic progress of students with the view to recognising students at risk and intervening early
- ensuring consistent and open communication with parents and careers
- developing Personalised Learning Plans (PLP) in consultation with the Program Support Group (PSG) where appropriate for individual students.

### **Tier 2: Targeted supports**

Some students may require targeted support or interventions to meet behavioural standards, including regular attendance. These students will be supported through a culturally appropriate staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent college and classroom environments
- scaffolding the student's learning program
- data collection and documentation of incidents relating to the management of student behaviours to inform decision making
- revision of the Personalised Learning Plan (PLP) and creation of a Behaviour Support Plan (BSP) or Attendance Support Plan (ASP) communicated by parent consultation via phone, videoconference or interview
- the Design and Implementation of support strategies that assist the student to self-calm such a quiet space or designated alternative area that they can go to if they are feeling overwhelmed
- case conference with specialist providers or MACS consultants (this may include Aboriginal and Torres Strait Islander or EAL/New Arrival/Refugee Learning Consultants where culturally appropriate).

### **Tier 3: Intensive intervention**

When Tier 1 and Tier 2 systems are in place, the foundation for implementing Tier 3 supports is established.

Complex behaviours are targeted to remediate and prevent further escalations. Support provided to students at Salesian College Chadstone will be aligned directly with the goals and targets set out in the students' Personalised Learning Plan (PLP), Behaviour Support Plan (BSP) and Student Safety Plan.

Decisions that are on intensive intervention plans:

- value the student and support positive interaction
- have a clear data-informed strategy focused on preventing the occurrence of an identified behaviour by avoiding or adapting the circumstances that usually trigger this behaviour
- focus on building skills and developing alternative preferred behaviours
- consider the motivation for or functions of behaviours
- use the student's strengths and interests to increase success.

The College will implement more intensive intervention strategies for students presenting with complex and ongoing difficulties or extended college refusal. Development of plans will require support from parents/carers and will often require consent to access specialised services.

Salesian College Chadstone will support students with complex behaviours of concern through a culturally appropriate staged response which will generally include:

- ongoing implementation of universal and Tier 2 strategies
- use of data to inform and monitor the implementation of evidence-based interventions
- regular Program Support Group meetings to review PLP, BSP, safety plans and/or Attendance Support Plan
- consultations with mutually agreed specialised support services

- implementation of explicit, data informed strategies designed to support the student to display safe behaviours. The design of the individualised support will be informed by the identified function of the behaviour and the explicit teaching of skills and desired behaviours.

## 2.4. CHANGING EDUCATIONAL NEEDS

As every child's educational needs can change over time, it will often be necessary for the College to review any additional assistance that is being provided to the child, in consultation with parents/guardians/carers and the child's treating medical/allied health professionals, to assess:

- whether the additional assistance remains necessary and/or appropriate to the child's needs
- whether the additional assistance is having the anticipated positive effect on the child's individual physical, functional, emotional or educational goals
- whether additional specialised assistance is required
- whether it remains within the college's ability to continue to provide the additional assistance, given any limitations that may exist.

## References

CECV Positive Behaviour Guidelines 2018 – Templates:

- Behaviour Support Template
- Student Safety Plan Template (A&B)
- Record of Restraint and Seclusion
- Post Incident Checklist for Principals
- Diocesan policy and regulations
- CECV Safe and Sound Practice Guidelines

## 2.5. STUDENT CODE OF CONDUCT

All students are positively encouraged to live up to the following expectations and accompanying responsibilities and to make them their own, not simply for their personal self-discipline and development, but for the welfare of their educators and fellow students and the reputation of the College.

<b>Students are expected to:</b>	<b>Students have a responsibility to:</b>
Respect the rights of all those who attend or visit the College	<ul style="list-style-type: none"> <li>▪ Be truthful and honest in their interactions</li> <li>▪ Cultivate acceptance, understanding, forgiveness, fairness and sportsmanship in their dealings with others</li> <li>▪ Demonstrate courtesy to others through the use of polite and sensitive language, avoiding all words which are degrading, discriminatory or sexist</li> <li>▪ Help and offer assistance to visitors and those new to the College</li> </ul>
Co-operate with their teachers in their efforts to guide and educate, and support all students in their efforts to learn and progress	<ul style="list-style-type: none"> <li>▪ Behave in a way which allows teachers to teach all students to learn effectively</li> <li>▪ Work and study at school and at home to the best of their ability</li> <li>▪ Complete all class and homework</li> <li>▪ Participate in the entire school program</li> <li>▪ Be regular in their attendance at school, and be punctual for their lessons and commitments</li> </ul>
Act in a safe and sensible manner with consideration for others	<ul style="list-style-type: none"> <li>▪ Behave in a way that is does not bully or threaten any member of the school community</li> <li>▪ Ensure weapons or any other dangerous, offensive or objectionable materials are not brought to school or used in a dangerous manner</li> </ul>
Follow all safety regulations which apply at school and on school activities, and whilst travelling on College and public transport	<ul style="list-style-type: none"> <li>▪ Assemble in an orderly manner at the Canteen, bus stops, prior to entering learning areas and upon a request by Staff.</li> <li>▪ Remain within the school bounds</li> <li>▪ Comply with all safety regulations issued by Staff</li> </ul>

<b>Students are expected to:</b>	<b>Students have a responsibility to:</b>
Uphold the reputation of the College	<ul style="list-style-type: none"> <li>▪ Act respectfully in the wider community, on public transport, on excursions, trips and camps, and when representing the College</li> </ul>
Maintain a high standard in the wearing of their College uniform and in their personal presentation	<ul style="list-style-type: none"> <li>▪ Wear their uniform correctly, neatly and proudly at all times</li> <li>▪ Refrain from exhibiting extreme clothing, hairstyles or appearance.</li> <li>▪ Refrain from wearing jewellery (with the exception of a simple chain and cross).</li> <li>▪ Ensure that they are clean shaven</li> </ul>
Care for the property of the College and the possessions of those who attend or visit the College	<ul style="list-style-type: none"> <li>▪ Respect property that is not their own.</li> <li>▪ Refrain from using the following prohibited items at school, such as chewing gum and electronic games</li> </ul>
Contribute to the positive environment of their College,	<ul style="list-style-type: none"> <li>▪ Maintain clean and tidy desks, lockers, books, grounds, classrooms, and other Collee facilities.</li> <li>▪ Refrain from taking their schoolbags onto the oval and into classes (unless lockers are located in classrooms)</li> <li>▪ Exclusively consume food and drink in the courtyards</li> </ul>
Adopt a responsible attitude to personal health issues at school	<ul style="list-style-type: none"> <li>▪ Refrain from using any vaping products, tobacco, alcohol or illegal drugs whilst on school premises and activities, or whilst wearing College uniform</li> </ul>
Adhere to expectations around the use of technology and digital devices	<ul style="list-style-type: none"> <li>▪ Use digital based technologies only as directed by staff</li> <li>▪ Ensure that mobile phones, digital devices and headphones are kept in lockers during school hours unless requested by a member of staff.</li> </ul>

## **2.6. CONSEQUENCES FOR STUDENT BEHAVIOUR AND DISCIPLINARY MEASURES**

### **Introduction**

All behaviour management action undertaken by the College is to be implemented in accordance with the expectations and requirements of this Pastoral Care Policy. The College will respond in a manner that is commensurate with the unacceptable behaviour exhibited by the student, including having regard to any pattern of behaviour or regular disregard for the expectations of the College with respect to student conduct and behaviour.

Students who experience difficulty in meeting these expectations and responsibilities will be assisted to do so as a part of the College's pastoral care program. The College's approach to student management places a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours. Student discipline practices are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all. The approach to behaviour management at the College is educative and restorative. It is designed to develop a positive behavioural culture. It encourages the development of positive recognition of exemplary behaviour. It provides for the appropriate intervention in response to inappropriate behaviour and aims to develop a positive culture for learning throughout the school.

### **Student behaviour management process**

Universal expectations are explicitly and continually taught across all levels and all settings at the College. The priority of the College is to manage behaviour by setting clear expectations and preventing behaviours which fall short of those expectations. The College prioritises effective time and space management, reinforcement of classroom standards, rules and procedures, the development of structured instructional strategies to prevent misbehaviour and the reward and promotion of positive behaviour.

When discipline problems occur, intervention is to be made by the responsible staff member in accordance with the College's pastoral care approach. The behavioural intervention should be conducted in a manner that encourages continued positive growth and, at the same time, restores appropriate student behaviour. In the event that challenges to productive behaviour occur, the teacher/staff member will use effective steps to restore behaviour acceptability whilst maintaining the safety and dignity of students.

Whilst there is a general hierarchy of action when responding to unacceptable student behaviour it must be made clear that certain actions may cause a higher-level response, depending upon the seriousness of the incident. The College will implement a range of behaviour management and support strategies in keeping with the pastoral care approach and expectations. Consequences for a student failing to meet their expectations and responsibilities may include:

- non-verbal warning – e.g. eye contact/hand movement/shake of head/teacher positioning to stand near misbehaving student/s
- verbal warning which identifies the misbehaviour and gives student the opportunity to change his/her behaviour
- moving student in the room to a less disrupting situation
- separating student from the class for a short period of time to provide an opportunity for the student to settle
- readmission to class activity based on student being de-escalated
- student required to stay in after class for set period of time
- student required to complete work during recess/lunchtime
- student engaged in restorative actions supervised by classroom teacher
- student re-entry meeting
- restorative conversations
- interviews with students and/or parents/guardians
- individual counselling at school or referral to professionals beyond the school
- exclusion from class activities or school representation,
- detentions;
- loss of privileges;
- suspension;
- negotiated transfer; and
- expulsion.

Where a student acts in breach of the College's Student Code of Conduct the College will institute a staged response, in accordance with the [CECV Positive Behaviour Guidelines 2018](#). Where applicable, an incident report will be completed and provided to the Principal or relevant staff member noting the templates provided in the CECV Positive Behaviour Guidelines.

### **Informal warnings and communication**

Where a student fails to meet expectations of behaviour in a manner that is minor, staff may implement non-verbal warnings indicating disapproval of the misbehaviour, and/or verbal warnings which identify the misbehaviour and affords the student the opportunity to change their behaviour. If the student then follows the expectations set out in the informal warning or communication, there will be no further consequence.

All warnings and communications made by staff will be in line with the guiding principles set out in this policy and the maintenance of dignity, responsibility and high-quality relationships.

### **Withdrawing privileges**

The College can withdraw student privileges when a student has breached college behavioural standards.



Withdrawals must be time-limited and the risk to the student's engagement should be considered. The College must also outline why privileges are withdrawn, and the relevant requirements needed for their re-establishment.

### **Withdrawal from class**

If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. Students who are required to leave the classroom for a specified period of time will remain supervised. Where appropriate, parents/guardians/carers will be informed of such withdrawals.

Withdrawal from class does not constitute formal college exclusion such as suspension (including in-college suspension) or expulsion.

### **Individual Behaviour Management Plans**

If a student is not responding to the positive behaviour management strategies and the whole College discipline procedures used in the classroom or on the College grounds, the College, in consultation with the student and parent/caregiver, will develop an individual behaviour management plan for the student.

Whilst on an Individual Behaviour Management Plan, the student is expected to demonstrate positive behaviour at all times. Failure to comply with the Individual Behaviour Management Plan will result in more prompt and harsher behaviour management interventions that would otherwise apply. Individual Behaviour management Plans may take the form of behavioural support plans or personalised learning plans.

### **Behavioural support plan (BSP)**

A BSP can be developed to support the student in learning skills required for positive social interaction, along with the ability to become a more effective and successful learner. A BSP will be developed by the College in consultation with the student, the parents and any relevant treating practitioners or support persons.

### **Personalised learning plan (PLP)**

A PLP can be developed to address ongoing concerns about a student's behaviour and reinforce replacement behaviours. A PLP will be developed by the College in consultation with the student, the parents and any relevant treating practitioners or support persons and will clearly set out the expectations, requirements and consequences attributable to the particular student.

### **Exclusion from the College**

A student may be excluded from the College or a College activity in situations where all other measures have been implemented without success, or where an immediate exclusion from the College is the only appropriate course of action in response to the student's behaviour. Such behaviour typically involves conduct which may put the health, safety and well-being of other students, staff or themselves at significant risk or where actions require reporting to police or appropriate agencies.

Suspension and expulsion are serious disciplinary measures and are to be implemented when other measures have not produced a satisfactory response, where the behaviour is so significant so as to warrant a suspension or expulsion, or where there is a threat to another person and immediate action is required.

## **Suspension, negotiated transfer or expulsion**

### *Suspension*

Suspension occurs when a student's attendance at the College has been temporarily withdrawn on the authority of the Principal, for a set period. This allows the parties involved to reflect on and enter dialogue about the behaviour and circumstances that have led to the suspension, and to plan and/or review learning and behaviour supports to assist a student to engage positively with college and learning.

Typically, the College will implement an 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.

Salesian College Chadstone may decide to suspend a student if the student, whilst attending the College, travelling to or from the College or engaged in any college-related activity away from the College (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 and vaping) to/at college
- repeatedly disobeys clear and reasonable instruction from college 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 College's values and expectations and the wellbeing of its community

In more serious situations, if an out-of-college suspension is deemed appropriate by the Principal 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 college's responsibility for providing learning material during the time of suspension
- the process of settling back into the college environment, and how this is to be facilitated
- arrangements for monitoring the student's progress following his return to college.

### *Negotiated Transfer*

Negotiated transfer means a documented and mutually agreed move to another school is arranged. Negotiated transfer occurs when all other pastoral and discipline measures, including suspension, have failed to resolve an issue of serious inappropriate student behaviour. A negotiated transfer ends the enrolment agreement with the College and requires an enrolment in another school.

### *Expulsion*

Expulsion involves the termination of the contract entered into at the time of the enrolment by the parents/guardians/carers/relevant person. The College's enrolment agreement explicitly records at the time of acceptance of the enrolment of a student that unacceptable behaviour by a child, or parent/guardian/carer/relevant person may result in suspension or termination of the child's enrolment.

A student may be expelled from the College if a student's behaviour is of such a serious nature that suspension is inadequate to deal with that behaviour. The Principal has the authority to permanently exclude a student from the School.

At the College, the Principal is the only person who has the authority to make the decision expel a student. This authority cannot be delegated. The Principal is assisted by the Deputy Principal-Students. The Principal will determine, in consultation with the Deputy Principal, when a student is to be expelled.

The process for expulsion will 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 Melbourne Archdiocese Catholic Schools) from the Principal. Formal notification in writing to the Salesian College Chadstone Board Chair from the Principal must also be made.

Parents will be provided with a notice of the expulsion on the day of the student's expulsion. When making the determination, the Principal will explain clearly to the student and the student's parent(s)/guardian(s) the reason(s) for the intended expulsion and provide them with an opportunity to speak on behalf of the student.

### **Appeal process**

The parent(s)/guardian(s) of a student expelled from the College may, within five school days (in exceptional circumstances, ten school days) of receipt of the notice of expulsion, formally request the College Board review the decision to expel the student on the basis of one of the grounds of review below.

Valid grounds for requesting a Review are that:

- proper procedures were not followed by the College in matters related to the expulsion decision;
- the full details of the case were not considered at the time (additional details to be provided)
- the decision was too severe, and/or that
- the decision was unjust.

The request made by the student and/or student's parent(s) must:

- be in writing (unless that is not possible); and
- state the grounds on which the Review is being sought; and
- state whether the student and parent(s)/guardian(s) wish to be heard in person, and if they wish to be accompanied at the Review by another person – such a person to be named, and not acting for fee or reward.

The College Board, will review the request made, within five school days or otherwise as promptly as possible.

The College Board will consider the details of the case and, after giving the student and parent(s)/guardian(s) the opportunity to be heard on the grounds of review, determine by majority vote a recommendation to the Principal as to whether the expulsion should remain or be repealed.

Having considered the recommendation, the Principal will make a decision, and within three school days will formally notify this decision to the person(s) who requested the review, to the Executive Director of Melbourne Archdiocese Catholic Schools.

### **Restraint and seclusion**

Salesian College Chadstone will undertake actions to prevent the need for the use of physical restraint or seclusion in accord with the CECV Positive Behaviour Guidelines 2018.

In deciding to implement any form of restraint or seclusion, actions that may be considered reasonable will be made by staff present and will depend on the individual circumstances of each case as a matter of professional judgment.

Restrain and seclusion will only be used in limited emergency situations, such as when:

- The student's behaviour poses an imminent threat of physical harm or danger.
- The action is reasonable in all the circumstances.
- There is no less restrictive means of responding in the circumstances.

If a student is placed in a separate room as a means of seclusion, staff will maintain appropriate supervision of the student. Additionally, if restraint or seclusion is used, the least restrictive form of restraint/seclusion will be used for the minimum time possible. The restraint/seclusion will cease as soon as the immediate danger for the student or others is averted.

Staff involved in an incident of restraint or seclusion will immediately notify the Principal and provide for the immediate care and safety of those concerned, as well as the student's parents/guardians/carers.

A post-incident evaluation and report will be completed in accord with the templates and processes outlined in the CECV Positive Behaviour Guidelines 2018.

### **Corporal punishment**

The use of corporal punishment is expressly prohibited at Salesian College Chadstone and under the *Education and Training Reform Act 2006* (Vic).

### **Other consequences for misbehaviour**

Consequences for misbehaviour that may also be implemented from time to time by staff at the College may take the form of:

- non-verbal warning – e.g. eye contact/hand movement, shake of head, teacher positioning to stand near misbehaving student/s
- verbal warning which identifies the misbehaviour and gives student the opportunity to change his/her behaviour
- moving student in the room to a less disrupting situation
- separating student from the class for a short period of time to provide an opportunity for the student to settle
- student required to stay in after class for set period of time
- student required to complete work during recess/lunchtime
- student engaged in restorative actions supervised by classroom teacher
- student re-entry meeting.
- referral to police, DHHS, emergency service or appropriate agency.

## PART III – COLLEGE’S POSITION ON PARTICULAR ASPECTS OF COLLEGE LIFE

This part of the Student Pastoral Care and Positive Behaviour Policy sets out the College’s response to particular matters relating to student behaviour and wellbeing. This part of the policy contains the specific processes and procedures that are to be implemented when responding to matters of student behaviour.

The steps set out in these procedures are not designed to be rigid or exhaustive, but are designed to scaffold and guide the College’s approach, as well as setting out who at the College is responsible for the implementation of each process. When responding to incidents of student misconduct, the Principal maintains discretion to implement the processes in the most appropriate manner, provided always that the approach is informed by and aligns with the requirements set out in this Policy.

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- 3.1. [College response to specific incidents – a guiding table](#)
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### 3.1. COLLEGE RESPONSE TO SPECIFIC INCIDENTS – A GUIDING TABLE

When responding to incidents of inappropriate or unacceptable behaviour, the College will have regard to this pastoral care policy and the guiding principles which inform its behaviour management approach.

To assist the College and relevant staff members in assessing incidents of student misconduct and implementing an appropriate and commensurate response, the College has prepared the table below. The table is not intended to be prescriptive or rigid, but assists in making determinations about the appropriate response or level of intervention required in a given circumstance.

Level	Student Behaviour	Staff Involved	Response
5	<ul style="list-style-type: none"> <li>• Sale of or possession of drugs</li> <li>• Violence towards staff or students</li> <li>• Illegal acts</li> <li>• Major theft</li> </ul>	Principal and Assistant Principal – Students and Engagement	<ul style="list-style-type: none"> <li>• Legal Suspension and Negotiated Transfer</li> </ul>
4	<ul style="list-style-type: none"> <li>• Violence</li> <li>• Sustained Bullying</li> <li>• Offensive Behaviour</li> <li>• Theft</li> <li>• Destruction of Property</li> <li>• Major Graffiti</li> <li>• Possession of Illegal Substances</li> <li>• More than Six Cautions in One Term</li> <li>• More than Six Lates in One Term</li> <li>• Fourth Uniform Infringement in a Semester</li> <li>• Fourth Shaving Infringement in a Semester</li> </ul>	Director of Students supported by Assistant Principal – Students and Engagement	<ul style="list-style-type: none"> <li>• Behaviour Management Contract</li> <li>• Suspension</li> <li>• Family Meeting</li> </ul>
3	<ul style="list-style-type: none"> <li>• Serious Truancy</li> <li>• Three Detentions in a Term</li> <li>• ‘Low Level’ Harassment</li> </ul>	YLC Supported by the Director of Students	<ul style="list-style-type: none"> <li>• Saturday Detention</li> </ul>

Level	Student Behaviour	Staff Involved	Response
	<ul style="list-style-type: none"> <li>• Unsafe/Destructive Behaviour</li> <li>• Disrespectful Behaviour Towards a Teacher</li> <li>• Unsafe and Destructive Behaviour on Buses</li> <li>• Contained and Sustained Disruption of Level 2</li> <li>• A Pattern of Lates to Period One treated as Truancy</li> <li>• Six Cautions in One Term</li> <li>• Six Lates in One Term</li> <li>• Third Uniform Infringement in a Semester</li> <li>• Third Shaving Infringement in a Semester</li> </ul>		
2	<ul style="list-style-type: none"> <li>• Rudeness/Impudence</li> <li>• Continued Uniform Infringements</li> <li>• Not following a teacher's instructions</li> <li>• Offensive/Inappropriate Language or Behaviour</li> <li>• Continued disruption of Learning/Level 1 Behaviour</li> <li>• Three Cautions in One Term</li> <li>• Three Lates in One Term</li> <li>• Second Uniform Infringement in a Semester</li> <li>• Second Shaving Infringement in a Semester</li> </ul>	Oratory/Class Teacher Supported by YLCs	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Communication Home</li> </ul>
1	<ul style="list-style-type: none"> <li>• Littering</li> <li>• Out of Seat without permission</li> <li>• Incorrect Uniform</li> <li>• Lateness to Class</li> <li>• Talking/Calling Out in Class</li> <li>• Continually Off Task</li> <li>• Unsubmitted Homework</li> <li>• First Uniform Infringement in a Semester</li> <li>• First Shaving Infringement in a Semester</li> </ul>	Oratory Teacher Subject Teacher	<ul style="list-style-type: none"> <li>• Restorative Conversation</li> <li>• Caution</li> <li>• Community Service</li> <li>• Telephone Call Home</li> </ul>

## 3.2. ATTENDANCE

### Introduction

Ensuring that students attend the College each day is a legal and moral requirement. The College recognises the importance of providing clear guidance on student attendance that is applicable to all members of the college community. This policy outlines the College expectations on attendance by students, informed by its legal obligations required by the *Education Training and Reform Act 2006* (Vic). All children aged 6-17 years are required to either be enrolled at a registered college, or registered for home schooling.

Attendance and participation in the College curriculum is a shared expectation of all students, parents and the wider College community, focusing on positive and pro-social behaviours together with prevention and early intervention. Attending college every college day for the whole day enables students to participate in the college's educational program as well as develop their social skills. Regular attendance enables the college 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 colleges must maintain attendance records, identify and follow up unexplained absences and develop procedures to support and maintain student attendance.

### Scope

This policy applies to all students at the College. It also informs parents/guardians/carers of students on the legal and College requirements pertaining to attendance and guides the College's response to incidents of unapproved absence.

## **Responsibilities**

The College, at all times, aims to work in partnership with students and parents to ensure the educational journey of all students is positive. Each party plays a role in establishing and maintaining a safe, welcoming and supportive learning environment that promotes engagement and wellbeing of all students.

Students are expected to attend the College between the hours of 8.40am and 3.15pm on each day in which the College curriculum is being delivered. Students are also required to be punctual for all classes and assemblies.

### Students are:

- expected to attend the College in which they are enrolled during normal hours every day of term, unless there is an approved exemption from college attendance for the student, or the student is registered for home schooling and has partial enrolment.
- Required to attend at Student Reception to sign in before presenting to their class on days where they are late to school.

### Parents/guardians/carers must:

- enrol a child of compulsory college age at a registered college
- ensure the child attends at all times when the college is open for instruction, unless exemption from attendance has been granted.
- promptly provide an explanation on each occasion to the college, for absences where there is no exemption in place,

Note: While it is the responsibility of parents/ carers to ensure their child attends classes each day, parents are encouraged to avail themselves of the support available from the college.

### The Principal must ensure:

- daily attendance of each student enrolled at the college is recorded for every class
- 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
- the College follows 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 college 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 college should ensure they notify another parent/guardian/carer who was responsible for ensuring the child attended college 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 college
- information regarding a student's unsatisfactory attendance at college or classes is recorded in their student records
- 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 college 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 College 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

## **Exemptions and Excuses from Attendance**

The *Education and Training Reform Act 2006* provides some examples of what a reasonable excuse is for the purposes of explaining a college 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 college
- 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

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

- will be participating in approved education or training, or employment, or both, on a full-time basis
- is employed or seeking employment during college hours in the entertainment industry.

An exemption from college attendance and enrolment may also be granted where leaving college 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 college until an exemption is granted.

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 Assistant Principal – Students and Engagement in conjunction with the college Principal.

## **Implementation**

This policy is supported by the Attendance section of the Salesian College Chadstone School Organisation Policy

Student attendance is managed in accordance in accordance with the Education Training and Reform Act 2006 (Vic.) (the Act) and the Education and Training Reform Regulations 2017 (Vic.). Exemptions are in accordance with the Exemption from School Attendance and Enrolment by the Department of Education and Training (DET), 2021).

The Principal, or delegate, is central to the implementation of this policy, by ensuring the responsibilities outlined above are satisfied. At the College, student attendance is recorded and managed within the SIMON system. All teaching staff are required to enter student attendance in the electronic roll within the SIMON system for all sessions in which they are the instructing or supervising teacher.

Department of Education Attendance Officers are empowered through the Act to issue College Attendance Notices, College Enrolment Notices and Infringement Notices. College leaders, such as the Assistant Principal – Students and Engagement and the Principal, will also be involved in these processes.

## **Breach of policy**

Breaches of the College's attendance expectations are typically considered level 1 or level 2 behaviours. Continued failure to meet College's attendance expectations will result in an assessment of conduct at a higher level.



Students who fail to satisfy attendance requirements will be identified by College-wide supports such as the monitoring of attendance.

If students continue to fail to satisfy attendance requirements, the College may support by the student by targeted supports such as an Attendance Support Plan (ASP). Further escalation may involve a revision of the ASP through a regular Program Support Group, in accordance with Tier 3 of the College's tiers of support.

### References

- Department of Education and Training (Vic). 2021. [College attendance guidelines](#)
- Department of Education and Training (Vic). 2020. [Exemption from College 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 Colleges are Engaging Colleges: Student Engagement Policy Guidelines

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

## 3.3. STUDENT SUPERVISION

### Introduction

Consistent with Salesian College Chadstone'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 Chadstone and all teachers have a duty of care to ensure the safety and wellbeing of all students by ensuring appropriate supervision at all times.

### Scope and application

The adequate supervision of students is the responsibility of all staff at the College. 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.

This policy also ensures that parents have been reasonably informed when necessary and to ensure the safety of students in the case of an emergency.

## **Responsibilities**

At Salesian College Chadstone, 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.

Staff must ensure the 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 during indoor and outdoor activities on the school site:

- Teachers are responsible for supervising 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.

### Yard Assistance

A yard assistance roster for supervision of the school yard is created in line with the school organisation policy. The following requirements will be followed:

- Teachers must arrive promptly for duty, wearing a hi-visibility vest.
- Teachers are expected to identify potential risks and take appropriate measures to mitigate against those risks when on yard duty.
- Teachers must remain duty in the designated area until they are replaced by an incoming teacher.

### Off-site activities including camps, excursions and local functions

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

- For each offsite activity, there must be 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 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 must use a method of accounting for all students at any given point during the activity.

- A proposal form must 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 must have a current Working with Children Check (WWCC).

#### Activities involving external providers – on site or off-site

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

- Responsibility for students must not be delegated to external providers.
- 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 must be present throughout the activity. E.g. swimming, camp activities, guest speaker on site.
- External providers must 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 must 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.
- 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

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 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.

#### **Students attending school outside normal school time**

The College will provide a safe environment for students to participate in additional educational classes or to action outstanding tasks.

Where students are staying after school as arranged by a teacher, for example to offer additional assistance or follow up on an issue or for a detention, the following expectations and requirements apply.

#### Before School

No parent consent needed.

#### After School Detention

Follow the detention procedure.

- **Year 7-10** should not stay back except under extraordinary circumstances (or detention). If they do then an Incursion form should be submitted by the teacher.
- **Year 11 & 12** on Wednesday and Friday they can be retained until 3:15 with no parental permission needed as they have already been informed this is a possibility.
- **Additional VCE Classes** – Teachers are required to notify parents via the communicator and then to inform reception of which students are remaining at the school and until when.

They will then need to fill in an incursion form. This allows the school to know who is on site and for reception to direct parents if they call as well as deal with any child safety and facilities issues.

### **Implementation**

This policy will also be implemented through a combination of:

- staff training
- effective communication and incident notification procedures
- effective record keeping procedures, such as the Accident and Incident Register
- initiation of corrective actions where necessary.

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

### **Breach of policy**

Staff members who breach their responsibilities under this policy will be issued the relevant consequences as set out in the (College policy).

The College may also initiate corrective actions for the student where necessary.

## **3.4. BULLYING**

### **Introduction**

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

At Salesian College Chadstone 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 college. It is essential that the College creates and maintains a respectful, safe and supportive learning environment that promotes student wellbeing, personal growth and positive self-esteem amongst our diverse range of learners.

This policy outlines the College's response to incidents of bullying by students from the point of view of behaviour management and pastoral care. The requirements and expectations of this policy are informed by the College's Bullying and Harassment policy on harassment that includes all relationships within the College.

### **What Bullying is Not**

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. Some common situations that are often confused with bullying include:

- **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 unkind behaviour 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. Unkind behaviour or physical aggression that is directed towards many different students is not the same as bullying.

## **Scope and application**

This policy applies to all members of the College, focusing on bullying amongst students and how both staff and students must remain vigilant. It policy also applies to all students who attend the College or are involved in offsite camps or excursions.

## **Responsibilities**

The College is committed to building a culture of positive behaviour. This supports a broad range of systemic and individualised strategies for achieving important academic and school-wide behaviour outcomes. All members of the School community are responsible for knowing the expectations that are placed upon them by the School in fostering and promoting the culture of positive behaviour.

### Leadership Positions

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:

- Collaboratively developing, implementing and reviewing policies and procedures to promote a culture of positive behaviour and minimise instances of bullying;
- Ensuring staff and students understand their responsibilities and are made aware of the School's expectations of them with respect to bullying and positive behaviour;
- Training staff on managing and responding appropriately to instances of bullying that come to their attention;
- Taking immediate action to stop workplace bullying if he/she observes it;
- Providing support to persons who disclose instances of bullying, to ensure that those persons are not victimised or further victimised as a result of doing so;
- Ensuring that their own behaviour is free from bullying; and
- Monitoring to reduce the risk of bullying occurring or recurring.

### Staff

Staff at Salesian College Chadstone aim to treat all members of the college community with dignity and respect and build respectful relationships that respond effectively and sensitively to the needs of each student. The prevention of bullying is crucial to the safe and welcoming environment for students and staff are expected to foster this environment by:

- being familiar with and comply with the College's Anti-Bullying Policy and applicable procedures for responding to allegations of bullying and inappropriate behaviour;
- treating others fairly and with respect at all times;
- actively discourage and call out instances of bullying in the College community;
- reporting instances of bullying to appropriate persons;
- demonstrate the College's principles of pastoral care when dealing with and communicating with all persons involved in instances of bullying;
- model, educate and suggest appropriate, positive anti-bullying behaviours and supportive bystander behaviours;
- use teaching and learning opportunities to address bullying;
- watch for signs of possible bullying;
- ensure that children are supervised adequately; and
- respond appropriately to all reported and observed incidents of bullying, including reporting incidents through SIMON
- supporting the student anti-bullying and responsible use of technology procedures through positive modelling and the promotion of appropriate behaviour
- supporting all aspects of related college 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.

### Students

Students at Salesian College Chadstone have responsibilities to treat all members of the college community with dignity and respect, and will be encouraged to:

- treat others fairly and with respect at all times;
- comply with the College Anti Bullying Policy;
- if you witness bullying, help the person being bullied;
- use appropriate, positive anti-bullying behaviours;
- abide by the College's expectation for the use of ICT;
- not engage in any bullying conduct towards other students, staff or any other person at the School at any time; and
- promptly report instances of bullying to an appropriate staff member at the College
- 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
- in age-appropriate circumstances the student should keep evidence of alleged bullying and produce it on request (for example online messages).
- understand that any social networking site that identifies the college by name or image or implication is part of the college environment

### Parents/Guardians/Carers

Parents/guardians/Carers at Salesian College Chadstone have responsibilities to support the College in the maintenance of a respectful and safe environment. This involves teaching and encouraging their child to refrain from any bullying behaviours, communicate with respect and dignity at all times and to use technology appropriately and respectfully.

All parents of students at the School are expected to:

- be familiar with and comply with the School's Anti-Bullying Policy and applicable procedures;
- model, educate and discuss appropriate, positive anti-bullying behaviours by communicate with members of the School community in a respectful and courteous manner at all times;
- Support the School leadership and staff in the development, promotion and implementation of the WSPBIS and this Anti Bullying Policy;
- actively discourage and call out instances of bullying in the School community; and
- report instances of bullying to appropriate persons;
- follow the procedures as outlined in the Grievance Policy;
- watch for signs of possible bullying;
- encourage and support your child to inform a teacher if they are being bullied or witness bullying;
- as a bystander or speak on their child's behalf about bullying if the child is not confident to do so;
- attend School information evenings;
- support the child to comply with the School's digital citizenship contract; and
- have confidence that the School will take any complaint of bullying seriously through investigation and will involve parents in the ongoing support of their child if there has been a case of bullying
- model behaviour that is indicative of Gospel values and that reflect the college's Vision and Mission statement.
- encourage parents/guardians/carers to report serious matters of out-of-college hours bullying and cyber-bullying to the Police or other appropriate authority (such as the Internet Service Provider).

All information gathered will be treated confidentially.

## **Implementation**

### Salesian College 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.

### Staff professional learning

Staff will be required to engage 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.

## **Breach of policy**

Breaches of the College's bullying expectations are typically considered level 3 or level 4 behaviours. Continued failure to meet College's attendance expectations will result in an assessment of conduct at a higher level.

Students whose behaviour results in sustained bullying may be issued a Level 4 Response in accordance with the behaviour management policies at the College.

This includes a behaviour management contract, suspension, and/or family meeting as directed by the Pastoral Care Leader supported by the Assistant Principal – Students and Engagement.

## **3.5. UNIFORM AND PRESENTATION**

### **Introduction**

The College uniform is an integral part of the pride and culture at Salesian. It is vital that all students wear the uniform neatly, proudly, and correctly, when representing the College at school or in public.

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

### **Scope and application**

This policy applies to all students at Salesian College Chadstone.

### **Responsibilities**

It is the responsibility of the Principal, together with the School Board, to determine and set the uniform requirements and expectations from time to time. Uniform requirements must be communicated to new families prior to their commencement at the College and consistently communicated and enforced by College staff during a student's attendance at the College.

### College Uniform

Students must maintain a high standard in wearing their College uniform. This includes ensuring that they:

- Wear their uniform correctly, neatly and proudly at all times.
- Refrain from exhibiting extreme clothing, hairstyles or appearance.
- Refrain from wearing jewellery (this does not include a simple chain and cross).
- Maintain a clean-shaven appearance.

### Sun Smart

College encourages all students and staff to:

- Wear appropriate clothing during recess, lunch time and sporting and other high-risk outdoor activities
- Apply at least SPF 30 broad-spectrum, water resistant sunscreen prior to all outdoor activities and re-apply every two hours.

### **Implementation**

This section is supported by the College Uniform Code, which further outlines requirements and details pertaining to uniform. Uniform will be regulated by staff members of the College, beginning with the oratory or subject teacher of the student.

### **Breach of policy**

Breaches of the College's uniform expectations are typically considered level 1 or level 2 behaviours. Continued failure to meet College's attendance expectations will result in an assessment of conduct at a higher level.

## **3.6. ACCEPTABLE USE OF MOBILE DIGITAL DEVICES**

### **Introduction**

Salesian College Chadstone is committed to ensuring that mobile phones and other digital devices are not used to disrupt learning or to cause harm to others.

### **Purpose**

This policy outlines how phones may be used appropriately in the College and during College events. While the policy refers to mobile phones and earphones, it is applicable to other digital technologies which include, but are not limited to, music players, cameras and games.

### **Scope**

This policy applies to all students. Additionally, this policy assists staff to understand and implement the College approach to the use of mobile digital devices.

### **Responsibilities**

Mobile digital devices:

- Must be used only before and after school unless used for a learning activity under the direction of a teacher.
- Must be switched off and placed in student lockers during the school hours.

### **Implementation**

This policy requires the cooperation of all staff to ensure students satisfy adhere to College standards on the acceptable use of mobile digital devices. Guidance for the use of mobile digital devices during off-site activities will be provided by the organiser as required.

### **Breach of policy**

Breaches of the College's digital device expectations are typically considered level 1 or level 2 behaviours. Continued failure to meet College's digital technology expectations will result in an assessment of conduct at a higher level.



### Minor breaches

First Infringement: The device will be confiscated and passed on to Student Reception where it will be stored in a sealed envelope in a secure place. A Caution will be issued and recorded on SIMON. The student may collect the device at the end of the school day.

Second Infringement: The device will be confiscated and passed on to the Student Reception where it will be stored in a sealed envelope in a secure place. A Detention will be issued and recorded on SIMON. The student may collect the device at the end of the school day.

Third Infringement: The device will be confiscated and passed on to the Student Reception where it will be stored in a sealed envelope in a secure place. A Saturday Detention will be issued and recorded on SIMON. The device will be stored until it can be collected by a parent / guardian.

Further Infringements: A family meeting will be held with the Principal or delegate

### Major breaches

The student will be deemed to have breached level 4 of the College's behavioural management policy if:

- a mobile device has been used to video another student, teacher or member of staff
- video is uploaded to a social media platform.

### Mobile digital devices and examinations

If a student is found to have a digital device during a VCAA Examination, it will be subject to VCAA processes. Similarly, if a student is found to have a digital device during an examination conducted internally, the College reserves the right to confiscate the phone and to search it for prohibited material with the student present.

## **3.7. DRUGS AND ALCOHOL**

### **Introduction**

The College is committed to caring for the emotional and physical wellbeing of students in its care. To this end, the College has a Drug Education Program that aims to minimise harm by providing a supportive environment in which skills are developed that equip students to deal with drug-related issues.

Drug use and drug-related issues confront most communities at some time in varied ways. School communities are well aware of the impact of harmful drugs on students and their families and accept that they, as well as parents, governments and the wider community, have a role to play in reducing the harm that can arise from drug use. Fundamental to improving the capacity of school communities to respond is the development and regular review of a policy, or a range of policies and strategies, that address drug issues in schools. Such policies and strategies will encompass health promotion initiatives, age-appropriate drug education programs based on a harm minimisation approach, and agreed and understood procedures for responding to drug-related issues.

The College is committed to providing a safe and supportive environment for all members of the College community, particularly the students within its care. This is of paramount importance.

### **Purpose**

This policy outlines the College's approach in addressing drug and alcohol issues.

The Salesian College Chadstone Drug Education Program will:

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

### **Scope**

This policy applies to all students at the College and informs members of the College on the approach to be taken on drug and alcohol related issues.

### **Responsibilities**

#### Students

Students are expected to:

- Refrain from using any vaping products, tobacco, alcohol or illegal drugs whilst on school premises and activities, or whilst wearing the College uniform;
- Comply with the student code of conduct and the College's expectations regarding the use and possession of drugs.

#### College

The College will:

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

### **Breach of policy**

A breach of the College's drug and alcohol policy constitutes a Level 4 or Level 5 breach.

A student who brings, sells, buys or uses drugs to/at the College may be subject to suspension, negotiated transfer or expulsion. This is to be managed by the Principal and Assistant Principal – Students and Engagement.

### **3.8. PASTORAL CARE OF STUDENTS RELATING TO GENDER**

*The mission of the Catholic school springs from the mercy of Jesus Christ shown to every person he encounters. Christ's mercy is one of invitation into God's own life of tenderness and love, as well as a challenge to courageously help others grow in child-like wisdom. As Catholic schools develop the work of mercy and wisdom, they do so in the hope that every child, whatever their personal circumstances, will find the living Christ to be the source of hope and dignity in the path of life before them.*

Most Rev Peter A. Comensoli, Archbishop of Melbourne.

Salesian College Chadstone as a Catholic school is committed to creating safe, supportive, inclusive and hope-filled learning environment of belonging where human dignity is respected, diversity and inclusiveness are valued and authentic relationships are fostered. 'Catholic schooling seeks to provide the young with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.' (Francis 2019) In valuing the innate dignity and sacredness of the human person, all interactions in Catholic schools are grounded in the principles of care, compassion and respect.

Pastoral care of students relating to gender assists the college to respond to the unique pastoral and learning needs of children and young people who struggle with their emerging identity and gender. 'Gender incongruence' in individuals is characterised by 'a marked and persistent' sense of discomfort or 'mismatch' between their natal (birth) sex and their experienced/ expressed gender (World Health Organisation, 2019). A student presenting at the college with one of the varieties of gender incongruence (such as 'gender variant', 'gender questioning', 'non-binary' or similar) will usually require careful, coordinated and compassionate support to navigate the challenges of their emerging identity. Strategies and procedures identified below in 'Principles of Decision Making' will be important.

When the level of distress due to gender incongruence impairs the young person's 'social, schooling or other important areas of functioning' it becomes clinically significant and is properly termed 'gender dysphoria' (American Psychiatric Association (APA), 2013). Gender dysphoria is a complex and sensitive topic to navigate. Because every child's circumstances will be different, a formal diagnosis must be managed on a case-by-case basis. Only specialised multidisciplinary medical teams can make a formal diagnosis of gender dysphoria. (Claahsen-van der Grinten, Heidi et al 2021; Hewitt, Jacqueline K et al, 2012).

Catholic schools must exercise caution, prudence and sensitivity in establishing how best to respond to the unique pastoral and learning needs of gender incongruent children and young people. It is the role of families, supported by the college, to accompany students on their growth into maturity and help them understand the changes that are taking place.

Working with the child, parents/carers, medical professionals experienced in gender issues, other specialists and relevant governing authorities, appropriate college responses to students with gender incongruence or gender dysphoria must be informed by the mission and purpose of the Catholic school, relevant legislation and fundamental human rights and freedoms to ensure individual and family needs are balanced with those of the college community.

This policy content regarding pastoral care of students related to gender is informed by guidelines documented in the Catholic Education Melbourne (CEM) Catholic Foundation Statement: Identity & Growth (CEM, 2018). It is also supported by the ACBC guide: Created and Loved: A guide for Catholic schools on identity and gender. (ACBC, 2022). The guide sets parameters and offers clear guidance for the development of local policies such as this document, providing for depth and context.

## **Principles**

*The way a school responds to gender dysphoric students must be informed and guided by the mission of Jesus, who came 'that they may have life, and have it to the full'. Therefore, the college has a serious duty of care for each of its students, which it interprets in light of Jesus' own ministry. In all circumstances the college will endeavour to ensure that all parties act truthfully, charitably, with good will, and with absolute respect for the human dignity of all parties (Parkinson, 2017, p. 23).*

In responding to the unique learning and support needs of gender incongruent children and young people in Catholic school settings, all decision making between the principal, parent/carers, child, gender medical experts, treating specialist/s and relevant governing authorities should be guided by the principles of:

- a) inclusion, respect and dignity for the human person
- b) collaboration and open, constructive and non-judgmental dialogue
- c) active listening and cooperation
- d) discernment, objectivity and fairness.

For further support and context please refer to Created and Loved Section B: Pastoral Principles (ACBC 2022).

### **Procedural Considerations**

Those providing pastoral care in Catholic schools will not automatically simply affirm the student's self-perceived condition; rather, building on an authentically Christian vision of the human person, they will strive to establish a safe and trusting relationship with the student capable of sustaining a sensitive, mature and hope-filled exploration of all future possibilities for growth (Parkinson, p. 20).

Catholic schools are bound to provide a nurturing environment that frees students to discover who they are, to appreciate their significant relationships, and to know that they are loved.

Under state and federal laws, it is unlawful to discriminate against a person on the grounds of their gender, intersex status or sexual orientation. School communities are required to take reasonable and proportionate measures to eliminate bullying, harassment and discrimination. In actively promoting inclusive school environments, principals must work with the child and their parents/carers, gender medical experts, other treating specialist/s and relevant governing authorities to develop a school management plan to support the pastoral and learning needs of the student.

### **Developing a school management plan: key considerations**

The College management plan must distinguish between the physical, social, emotional, cognitive and spiritual development of primary and secondary-aged students and include the provision of specialist counselling.

Documented management plans identify and establish clear expectations, strategies and actions. They assist schools to discharge their duty of care to all students and members of the community. Management plans contribute to building respectful relationships and resilience. This enables students to feel safe, valued and connected to their school community so that they may effectively engage with their learning.

Provisions within the management plan should be reviewed periodically to ensure that they continue to meet and reflect the wellbeing and educational needs of the gender incongruent student, their family and the college community.

In developing and enacting a school management plan for a student presenting with gender incongruence, the Principal should:

- a) Within the concept of 'community of care', engage in ongoing dialogue with the child and their parents/carers, gender medical experts, other specialist/s and relevant governing authorities to identify strategies to assist the college to provide agreed pastoral and learning supports in accordance with their age, capability and maturity. This may include consulting on:
  - the biological sex of all students at time of enrolment should be documented and kept on college records
  - the referencing of student's preferred name, preferred use of pronouns, and preferred gender may be noted on college records
  - the use of toilets, showers and change rooms that meet the needs of the student
  - the appropriate uniform that reflects the gender expression of the student and meets the college's dress or uniform code.
- b) Request relevant medical reports and supporting documentation from gender medical experts and other treating specialist/s. (for gender dysphoria or gender incongruence)

- c) Maintain privacy and confidentiality in accordance with relevant legislation. The sharing of information should only be communicated with those who have an appropriate reason to know in order to support the wellbeing and learning outcomes of the student.
- d) Ensure the student is not subject to bullying, harassment and/or discrimination either directly or indirectly.
- e) Include the provision of relevant professional learning and information for staff, students and families within the college community to raise understanding of gender incongruence within the context of Catholic teachings about human sexuality.
- f) Consider the pastoral and academic needs of all members of the school community as a single-sex students' college with the individual needs of the child experiencing gender incongruence and their family.
- g) Update school policies, where appropriate, to reflect arrangements for gender incongruent students.

For further support please refer to the Created and Loved: Section C: Practical Protocols (ACBC 2022).

### **The student may be a 'mature minor'**

Salesian College Chadstone recognises that parents and carers are significant and essential partners with schools in actively supporting and nurturing the educational and wellbeing outcomes of children and young people through their adolescence. For this reason, the college continues to engage parents in schooling matters even after the student has turned 18 and are legally recognised as adults. Notwithstanding this, for a variety of reasons students under the age of 18 sometimes ask to make decisions on their own behalf as a 'mature minor', without involvement of their parents. In such scenarios the principal will, in the first instance, seek advice from MACS Legal and Professional Standards Unit prior to determining whether a student is a 'mature minor'.

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## **PART IV TRAINING AND REVIEW**

### **Staff professional development**

All staff must participate in professional development training that addresses their skills in the behavioural areas discussed in this policy. The College will ensure that all staff are adequately trained and educated on these complex issues and are well-informed in their approach.

All staff at the College will receive training on this Policy on an annual basis. Staff are expected to be aware of the requirements of this Policy and act in accordance with it at all times.

This policy will be made available to all members of the School community via the School website.

### **Periodic review**

This policy will be reviewed as part of the College's two-year review cycle to ensure that it remains consistent with relevant legislative requirements. This Policy may be amended, withdrawn or replaced from time to time at the discretion of the College and the Principal.

This Policy, prepared by the Assistant Principal – Students & Engagement, will be reviewed biennially. It will be subject to the approval of the College Leadership Team and the Salesian College Chadstone Board.