



CATHOLIC REGIONAL COLLEGE MELTON STUDENT WELLBEING POLICY

At **Catholic Regional College Melton** we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel ([CECV Commitment Statement to Child Safety](#)).

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school (Congregation for Catholic Education 1997, n. 9).

i. BACKGROUND INFORMATION

Student wellbeing structures develop a sense of community and the development of the whole person – physical, social and emotional. The wellbeing approaches emphasise *primary prevention* (building structures that facilitate belonging and promote wellbeing and *early intervention* (programming and planning interventions that target students identified as at risk).

Student Wellbeing is central to Learning and School Improvement. There has been much discussion about the impact of the curriculum and its delivery on the welfare of students and the importance of building relationships with students to promote engagement and maximise student learning. There is a commitment to enhance student learning by building secure learning and teaching environments and fostering right relationships. The relationship between a teacher and individual students is therefore essential in addressing the overall care of the individual student Restorative Practices

As a school conducted in the Catholic tradition we believe that our approach to student behaviour management should primarily be an educative one. That is, the fundamental aim of our behaviour management philosophy and practice should be for students to learn to be responsible for themselves and their actions and to make genuine, positive contributions to their community.

Catholic Regional College Melton has adopted Restorative Practices as the means by which Pastoral Care and Discipline will be administered in the school. Restorative Justice Practices is a whole school approach which has been developed by the Marist Youth Care group based in NSW. As a philosophy, Restorative Justice provides schools with a framework of management that moves away from the traditional punitive response. While still providing limits and consequences, it looks for ways to repair the damaged relationships and improve existing relationships. The Restorative School believes in the three R's - Relationships, Responsibility and Relevance.

In considering the seriousness and the consequences of misbehaviour the College will promote as a priority, the restoration of right relationships between the parties. Year Level Coordinators, in particular, will use the three key questions when managing a situation with students:-

One of the key focuses of Restorative Practices has been the development and enhancement of relationships in schools and the teaching of conflict resolution and other problem-solving skills. A Restorative approach sees conflict or wrong-doing firstly as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and to seek to make amends in such a way as to strengthen the community bonds that may have been damaged. Restorative Practices is based on the building of positive relationships throughout the school community. This involves staff, students, parents and the wider school community.

In broad terms, restorative practice is an approach to deal with offending and inappropriate behaviour that focuses on repairing harm done to relationships and people rather than assigning blame and/or punishment. Put simply, we ask these questions:

- What happened?
- What were you thinking about at the time?
- Who has been harmed or affected? How?
- What needs to happen to repair the harm and make things right?

An important difference between this and past practices is that all those affected by what has happened are involved in finding a way forward.

ii. RATIONALE

We aim to provide the opportunity for the development of each person's full potential in an environment where the individual is respected and which places God at the center of student's lives.

The purpose of this policy is to demonstrate the strong commitment of **Catholic Regional College Melton** to the care, safety and wellbeing of all students at our school. It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in [Ministerial Order No. 870](#).

This policy applies to school staff, including school employees, volunteers, contractors and clergy.

The development and implementation of the Catholic Regional College student wellbeing Policy is premised upon:

- the belief that is the responsibility of the College leaders and community to promote and enhance student wellbeing of a personal, social, physical, emotional, mental or spiritual nature. That key elements of student wellbeing are positive self-regard, positive regard for others, positive relationships, responsible behaviours and personal resilience. The College understands that the pastoral care of students is effected in many aspects of school life, especially in a school's vision and mission statements, policies, procedures, programs, learning and teaching, student activities, student support and wellbeing services, behaviour management processes, family engagement, community partnerships and school climate.
- a recognition that Catholic Regional College, as a Catholic school, is an agent in the mission and ministry of the Catholic Church. The College believes that pastoral care

in Catholic schools is the belief that each person is created in the image and likeness of God with the inherent dignity that this implies.

- an understanding that the practice of pastoral care includes love, respect, compassion, tolerance, forgiveness reconciliation and justice. Catholic Regional College asserts that through love and care all students will achieve their potential.
- knowledge of research demonstrating that enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective pastoral care is therefore recognized as promoting the achievement of learning outcomes and thus, contributing to a school improvement framework.
- the fact that parents and guardians entrust their sons and daughters to Catholic Regional College as the primary educator, with responsibility for the education and pastoral care of their children while at school.

The College Mission Statement and Values Statement reflect the goal of providing for the intellectual (academic), social and emotional lives of our young men and women. We encourage the need to be involved in living out justice in the school, local and international community.

Policies and protocols will be reviewed to reflect the principles of restorative practices. For example:

- The holistic development of individual students
- Close supervision and monitoring
- Supportive relationships between students, staff and parents

The holistic development of students is achieved through the provision of school structures, practices and programs.

iii. PRINCIPLES

The Catholic Regional College student wellbeing policy aims to:

1. foster student wellbeing within a school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where inter-relationships are positive, where students experience connectedness and engagement and where those experiencing difficulty or special need receive particular care and support.
2. adopt a prevention and early intervention approach to student personal development education, formation and behaviour management, across all aspects of school life and curriculum. The college looks to the Health Promoting Schools framework as an appropriate model for ensuring the effective pastoral care for all students.
3. utilize an effective whole-of-school approach that is cognizant of age-appropriate behavioural education and skilling of students. The management of student behaviour is pastorally driven through processes focused on both individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities.
4. build respectful and cooperative school-family relationships that provide an effective channel of pastoral care for students. Schools and families share responsibility for developing and maintaining such relationships of trust, characterized by respect for the goodwill of the other and a willingness to engage collaboratively, within approved school processes, in support of student and school community wellbeing.

5. support school-community partnerships that offer opportunities for networks of pastoral care for students the needs of students and their families and to enhance the school's own pastoral initiatives.

iv. PROCESSES & PROCEDURES

(a) Student Wellbeing Structure

Each student is allocated to a Homeroom of students at their level. This group is the core group in the school and meets on a daily basis in the morning. The Homeroom teacher has the initial responsibility for the wellbeing of their students and is given all available information about a student. The Homeroom Teacher is assisted in their role by the Year Level Coordinator and Assistant Level Coordinator. There is a timetabled assembly time throughout the year when the Year Level can hold an assembly or provide pastoral periods.

Students are supported by their **Homeroom Teachers, Year Level Coordinator, Assistant Level Coordinators (7-10) and Deputy Principal - Students**. There are Student Counsellors and psychologist to assist students (directly or through assistance to staff) and the needs of students at risk are monitored through student support structures.

(b) Other Student Support Programs

SENIOR STUDENT LEADERSHIP/SRC

1. The STUDENT LEADERS/SRC are responsible for providing student representation with the guidance of the Student Leadership Coordinator.
2. The STUDENT LEADERS/SRC are responsible for encouraging student participation in school activities.
3. The STUDENT LEADERS/SRC are responsible for organising school activities and fund raising in line with the College Fundraising Policy.

(c) Support Structures

1. General

Case Management

The Case management approach to student wellbeing provides a team approach to problem solving and provides support for the Year Level Coordinators. Each Year Level Coordinator, Deputy Principal - Students, Counsellor and psychologist (when required) meet formally once per 10 school days to discuss, monitor and support the academic and wellbeing needs of each student on the agenda for the meeting. The Homeroom Teachers, and subject teachers are provided with strategies or information regarding students enabling the whole staff to work together to create a safe, supportive learning environment in an atmosphere of care.

The Year Level Coordinator is responsible for the agenda and the minutes of the meeting which are issued to the meeting participants and the Principal.

Cohort File

The cohort file is the file containing student information that is housed securely by the Year Level Coordinator. The file is a record of information regarding individual students. It is managed by the YLC and the file passes to the next YLC as the cohort moves through the school.

The purpose of the file is to support the wellbeing of students by maintaining individual records. This enables the College to respond to the wellbeing and learning needs of students in a confidential, caring and just way.

The information contained in the file is recorded in objective language and remains under the authority of the Principal.

Individual Cohort Files (Manila Folders)

These folders are established at the beginning of Year 7 by the Coordinator in liaison with the front office. Each student's folder will have information about the student's transition from primary school and will be added to throughout the years (7-12). This information is also recorded on the student's profile on SIMON- Student Profile-Student Notes.

The following should be included:

- record of any incidents that students have been involved in e.g., bullying, wagging, theft
- letters written to parents
- letters from parents in relation to their child's education
- copies of emails
- record of discussions with parents re special needs, changed family circumstances, etc
- record of discussions with students regarding significant incidents
- record of material on health issues
- parent requests about arrangements with other students
- copy of court orders in relation to the students, legal guardianship etc.
- record of absenteeism and lateness

All psychological reports are to remain in the possession of the College Psychologists, SSG or Student Counsellors as considered appropriate. Similarly minutes of PSG meetings should be housed in the SSG student file, not in the cohort file.

Handing on of information

At the end of each year, time will be allocated to YLCs to pass on and or receive the cohort files. Prior to this the SSG Coordinator will meet with each YLC to discuss relevant students. This will help to facilitate the Cohort file system and also to allow the current YLC to develop these meetings Homeroom lists for the subsequent year.

When the class lists have been determined then there should be a Case Management Meeting involving YLCs, the Student Counsellors, the Deputy Principal – Students. SSG Coordinator. This will allow final discussion of class lists before they are completed by the Head of Staffing and School Operations.

All exiting Year 12 Student Cohort files are to be given to the Archivist at the end of the students' academic year.

These files should be kept for the legally specified period.

Briefing of staff

YLCs are to brief the Homeroom Teachers about students in a Homeroom who have specific learning needs or have behavioural or emotional needs. The Year Level Coordinators will

brief teachers about students with specific issues via email. Any email regarding students will be seen as private and is to be treated as confidential.

Under no circumstances should teachers be given direct access to cohort files.

Explicit written information from the SSG Team will be distributed to each subject teacher of each child on the special needs list. A list of students with special needs will be housed in a specific confidential file.

SSG Staff will brief all staff about students who have serious or permanent medical conditions and or management issues at a full staff meeting at the beginning of the school year.

2. Support Services

Psychologist/Student Counsellors

Key Responsibilities

Student Support

1. To provide counselling to students based on issues affecting their well-being, who may be self-referred , teacher referred or parent referred;
2. To provide students with appropriate information and resources based on their presenting issues;
3. To refer cases beyond the expertise and resources of the Student Counsellor to the appropriate outside agency;
4. To support students new to the school at Years 8-12 through orientation and follow up support.

Staff Consultation

1. To participate in meetings with Deputy Principal - Students and Year Level Coordinators to discuss students issues;
2. To provide resources and consultancy to staff to assist them in their pastoral role;
3. To consult with staff about the needs of individual students within the confines of confidentiality;
4. To work with staff in developing positive school programs to foster the well-being of all students;
5. To provide professional development to staff on relevant issues;
6. To participate in the Critical Incident Response Team and provide support to locals where appropriate and where requested.

Parent Consultation

1. To provide support, information and resources to parents with concerns about their sons' and daughters' well-being;
2. To provide information to parents regarding outside agencies and facilitate referrals where appropriate;
3. To organise parent evenings and forums using school resources or outside agencies.

Professional Development

1. To undertake regular professional development to maintain current best practice;
2. To undertake regular supervision;
3. To establish networks with counsellors in other schools.

Feedback from the Pyschologist/School Counsellor

Teachers inquiring after a student who is seeing the Psychologist/School Counsellor can expect to be provided information on a 'need to know' basis. In most cases this feedback will be about the process rather than the content of counselling sessions.

Parents requesting feedback from the Psychologist/School Counsellor about their son's/daughter's involvement/progress in counselling can expect to get feedback about the process rather than the content of counselling sessions. **Parents** will be informed if there is reason to believe that their son/daughter is at risk. The counsellor is mindful of the need to work towards involving the parents where appropriate in supporting their son/daughter.

Students will be consulted and informed of the nature of feedback to be given to teachers and parents.

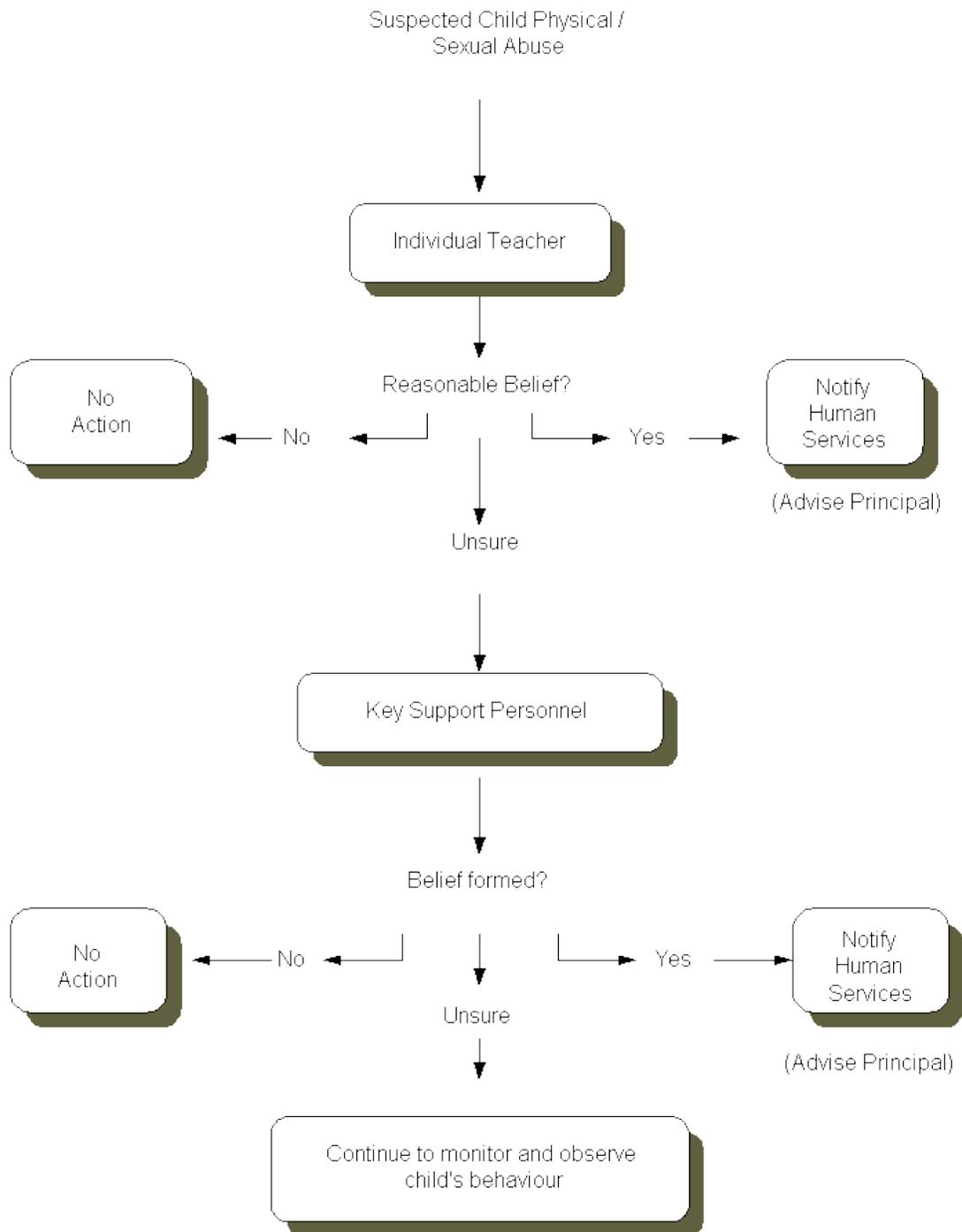
3. Mandatory Reporting and School Protocol

Each teacher is individually mandated to report to the Department of Human Services, instances where they have formed a belief, based on reasonable grounds, that a child has suffered physical or sexual abuse. *Children, Youth and Families Act 2005*

Understandably, this is a sensitive area and Catholic Regional College recognises the need for the care and support of staff. This document is intended to support teachers who are concerned that abuse may be occurring. Nominated Key Support Personnel are available to listen, discuss and clarify issues confronting individual teachers in relation to child physical and sexual abuse.

Refer to [A step-by-step guide to making a report to Child Protection or Child First](#)

**SUGGESTED INTERNAL SCHOOL PROTOCOL
REGARDING CHILD PHYSICAL AND SEXUAL ABUSE**



(d) Student Classroom Behaviour

The Behaviour Management policy responds to our moral obligation and our legal responsibility for duty of care for students. This policy reflects the gospel values of hope, love, care, concern, reconciliation, and justice.

Principles

Our Behaviour Management policy will:

- respect the unique value and dignity of each member and maintain the individual as its focus;
- promote a respectful, secure and healthy environment in which meaningful learning experiences can be created;
- develop a sense of belonging and a spirit of cooperation;
- foster self-worth and develop self-discipline;
- create an environment which supports individuals and groups with special needs;
- be cooperatively formulated and positive in orientation
- acknowledge students' rights and develop awareness of their responsibilities to themselves and others;
- encourage the development of right relationships, self respect, personal responsibility, respect and care for others within and beyond the college community;
- include uniform regulations (Appendix 2); and
- ensure that discipline policies and processes responding to serious offences (e.g. consequences that may involve suspension/ expulsion) are consistent with the CECV Policy on Pastoral Care.

Expectations

The College will:

- provide clear, fair and just policy guidelines and procedures for students;
- develop realistic expectations of the rights and responsibilities of students and staff that respond appropriately to managing student behaviour including dealing with issues of bullying;
- formulate a which affirms the goals of self-discipline and a shared responsibility for accountable behaviour in the areas:
 - Respecting learning
 - Treating others with care, courtesy and fairness
 - Caring for the school environment and property
 - Accepting responsibility for attendance
 - Ensuring a safe drug free environment
 - Adhering to uniform expectations
- develop consequences which are logical and appropriate;
- ensure that students are aware of the consequences of their actions;
- ensure that programs and practices are implemented to address the pastoral needs of students;
- ensure that effective support networks are available for students whose behaviour fails to reflect the expectations of the college community;
- involve parents in the management plan of their daughters; and
- develop clear internal and external referral procedures.

Expectations of Students

The following sets out the expectations for students. These expectations and their consequences are based on:

- fostering self worth and self discipline in a loving environment
- nurturing the development of right relationships through the provision of just structures and processes recognising the dignity of the individual
- practising reconciliation so that when we fail we have the confidence to move forward in growth.

1. **Respecting learning**

This involves students:

- assisting in the creation of a learning environment and respecting the role of the teacher.
- coming prepared for class.
- engaging in learning activities and listening attentively to teachers and other students.
- respecting and encouraging others involvement in the classroom.

2. **Treating others with care, courtesy and fairness**

This involves students:

- behaving in a manner that respects the individuality of others.
- using appropriate language

3. **Caring for the school environment and property**

This involves students:

- properly disposing of litter.
- respecting the property of the school (including lockers) and of other students by not damaging it in any way.
- refraining from eating or drinking food in buildings.
- using the school study Planner only for its designated purpose.
- maintaining care of personal property and not bring items like, digital or computer games to school (refer mobile phone statement).

4. **Accepting responsibility for attendance**

This involves students:

- being at school at 8.45a.m. and in morning Home Group at 8.50 a.m. and providing notes for parents for attendance issues.
- being at all classes on time and fully prepared.
- attending designated school related activities.
- having notes in the planner written by the teacher when leaving classrooms during school time for the library, computer room or other activity.

5. **Ensuring a safe drug free environment**

This involves students:

- using Medication responsibly.
- abstaining from use, abuse or distribution of legal or illicit substances such as tobacco, alcohol or other drugs while at school or engaged in activities related to school and not being in the company of others engaged in these activities. Note: Activities related to school includes travel to and from school, camps, school socials, and occasions when in school uniform in public.

6. **Adhering to uniform expectations**

This involves students:

- wearing the school uniform as outlined in the Uniform Regulations, including following directions regarding hairstyle, jewellery, nail polish and make up.
- providing notes when incorrect uniform is worn.
- obtaining a uniform pass when the uniform is unavailable from the uniform shop or in for repair. In these cases it is important to communicate directly with the

appropriate YLC and negotiate a reasonable time frame for return to correct uniform.

Roles and Responsibilities of Staff in Behaviour Management

The following provides a summary of the steps involved in the management plan for dealing with students of concern.

Key person	Role & Responsibility
Subject Teacher (ST)	<ol style="list-style-type: none"> 1. Develop and communicate to students a personal classroom management plan that involves clearly defined rules, positive recognition and consequences that are applied in the context of developmental needs of students, severity of behaviour and respect for individuals 2. Monitor behaviour/ work submission/ attitude/ attendance 3. Challenge student(s) as appropriate and outline concerns 4. Implement consequences and document situations and interactions involving student(s) as matters become more frequent or serious, which may include: <ul style="list-style-type: none"> • Meeting at the end of a lesson • Cleaning up a classroom or picking up papers in the yard • Writing a note to parents in Planner • Supervising a recess or lunch detention • Implementing Non-Submission of work policy • Referring student to HRT/ YLC where the behaviour continues 5. Maintain records of contact (letter/ phone call) with parents regarding student behavior
Homeroom Teacher (HRT)	<ol style="list-style-type: none"> 1. Maintain information forwarded (preference for electronic record keeping) regarding student behaviour 2. Monitor specific student when ongoing reports are received 3. Advocate for student(s) and support/ challenge as appropriate 4. Contact parents if similar reports are received from other STs advising them of behaviour, indicating areas for improvement
Domain Leaders (DL)	<ol style="list-style-type: none"> 1. Brainstorm strategies with STs for students not coping with the subject including the development of a modified program 2. Assist with managing a difficult class 3. Provide support in situations involving conflict with a student(s)
Year Level Coordinator (YLC) Assistant Level Coordinators	<ol style="list-style-type: none"> 1. Monitor student progress/ behaviour in conjunction with the HRT/ ST 2. Make recommendations and apply consequences including: Interviewing student, which may be followed by: Warning, contacting/ interview with Parents, Progress report card, year level detention, Counselling, Goal setting 3. Seek and collate feedback from STs in conjunction with HRT 4. Facilitate mediation if required 5. Organise a Welfare Committee Meeting and develop an individualised management plan for particular students 6. Negotiate a plan with ST for sending a student from class
Counsellor	<ol style="list-style-type: none"> 1. Support staff in managing and changing behaviour 2. Refers student/ family to relevant program or support agency eg. Anger management

Deputy Principal - Students	<ol style="list-style-type: none"> 1. Review previous management strategies, interview student and repeat one or more strategies 2. Interview student / parents 3. Withdraw student from formal classes until further management strategies can be devised and communicated 4. Places student on a Behaviour Contract
Principal	<ol style="list-style-type: none"> 1. Review case as per Deputy Principal - Students information 2. Final Behaviour Contract may be negotiated 3. Explore alternative schooling or non-schooling arrangements 4. Ensure CECV policy is implemented

Classroom Management Advice for Teachers

This advice is a list of suggested actions.

Strategy	Action
1. Pre-emptive action	<ul style="list-style-type: none"> • Negotiate classroom Agreements (Ask: 'What will help us create and maintain a good learning environment?' Be on time, sitting/ remaining in correct seats, bringing required equipment, including planner. Putting hand up to answer, no butting in, respect opinions and property of others). • Plan lessons to ensure engaging curriculum content and student-centred learning • Develop a seating plan • Set and adhere to appropriate deadlines • Orchestrate groupings for cooperative group work
2. Positive Recognition	<ul style="list-style-type: none"> • Affirm positive learning behaviours • Communicate with parents (Notes in planner/ Phone calls) • Speak in a positive manner with students • Display/exhibit student work
3. Low level disruption	<ul style="list-style-type: none"> • Meaningful look/ gesture • Stand near student/ move to back or side of the class • Remind/ restate agreement/ name the behaviour, e.g. 'You're calling out' • Give simple direction, e.g. 'Go back to your seat' • Use question, e.g. 'What are you meant to be doing?' • Use tactical ignoring/ distract by involving student actively in the class, e.g. reading aloud, answering the next question
4. Continued disruption	<ul style="list-style-type: none"> • Aim for privacy where possible/ appropriate • Use voice tone and body language that is not confrontational • Don't draw attention to behaviour but see student quietly during class • Disarm, don't confront, e.g. 'Are you all right?', 'Is there a problem?' • Come from concern for learning, not censure or personal attack • Give student a choice of what to do, e.g. 'You can stop talking or I can shift you' • Warn of the consequence if behaviour continues • Record concern in Student Planner
5. Further disruption	<ul style="list-style-type: none"> • Restate concern and remind of a clear and practical consequence • Move student within room • Ask to meet after class - to pick up papers, discuss the next class ...

	<ul style="list-style-type: none"> • Write note in planner to parents • Seek advice / information from HRT/ YLC
6. Attendance/ Punctuality	<ul style="list-style-type: none"> • The classroom roll is to be marked every lesson. Late students should provide an explanatory note. If a student is late because of a teacher, there should be a note in the planner. If there is no note, briefly question the student and record (e.g. at the end of lesson). When a student is late 3 times without good reason, this may be a breach of expectations and a consequence should be applied.
7. Use of class time	<ul style="list-style-type: none"> • Break tasks into smaller mini-tasks, setting mini-deadlines
8. Homework tasks	<ul style="list-style-type: none"> • Encourage the use of the Planner for recording homework and planning of revision • Expect students to show some attempt to complete set tasks if difficulties have been experienced (no blank pages) • Begin lesson with a quiz on the homework tasks • Monitor student's work, particularly those challenged by the material • Set appropriate deadlines and stick to them • Give feedback to student about their progress in the subject and discuss possible barriers to completing homework tasks • Students complete a log of activities to develop better time management skills
9. Collection of work tasks (refer 'Submission of Work Policy')	<ul style="list-style-type: none"> • All work for correction (e.g. a completed assignment) is to be given to the relevant subject teacher, and not to other members of staff to pass on. If the teacher is away, students will normally wait for the teacher's return in order to hand in work, alternatively, the absent teacher may nominate a particular teacher to be the contact person to whom work is given or there could be a collection box located near the office, for instance, to be used in cases where the teacher is away for several days. These strategies may be helpful in ensuring work is completed on time: <ul style="list-style-type: none"> • be realistic and firm in relation to time allowed • keep tabs with student's progress and keep rough notes at halfway time • have "mini-deadlines"
10. Attendance for school assessed coursework (VCE)	<ul style="list-style-type: none"> • Highlight relevant expectations in the VCE student handbook and state the need for a medical certificate • Monitor student absenteeism in particular for assessment tasks • Implement SAC style tasks for development of students' understanding of expectations
11. Academic progress	<ul style="list-style-type: none"> • Use SSG information to identify students who may require early intervention • Use SSG member to assist in modifying tasks that still achieve the outcomes or support the individual student to complete tasks • Student complete extra work to redeem a UG in order to satisfactorily meet the requirements of the Outcomes being assessed • Refer student to SSGT for intervention if not coping with the expectations of a program

<p>12. Courtesy</p>	<p>If a student is rude to the teacher, and it is a relatively minor breach, insist on correction and apology. If it is a more serious breach, wait for tempers to cool, remain calm, and speak assertively to the student. N.B. If the student does not turn up to meet the teacher as directed, this should be treated as a serious breach of expectations and requires sanctions.</p> <p>The subject teacher should make clear the expectations regarding the need to minimise time wasting through excessive talking, etc. When there is whole-group work there should be no more than one person talking at a time. When there is small-group work or individual work, the noise level should not be excessive, i.e. to the point where it distraction to others. Avoid group punishment, except in the (usually rare) cases in which it is warranted and effective strategies to help include:</p> <ul style="list-style-type: none"> • stop and wait until there is silence • ignore 'called out' responses and reinforce by responding only when student's hand is raised: "Thanks for putting up your hand - now what do you want to say?" • organise a 'quietening down' exercise at the start (and/or finish) of the lesson • shifting students to other desks or change the configuration of desks • insist on a tidy-up of classroom litter at the start of the lesson (or at the end of the lesson, if necessary)
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Consequences For Behaviour

There are three types of consequences for consideration:

- **Consequences applied by teachers** in the delivery of the learning and teaching program (refer to Roles & Responsibility of Staff in Behaviour Management)
- **Consequences for breaches of specific issues** e.g. punctuality, uniform, use of Planner, non-adherence to VCE expectations
- **Consequences for ongoing cases of persistent or serious offences** involving detention, suspension or contracts

Consequences should be issued for ongoing cases of persistent or serious offences. Where possible, they should be considered in an educational context and consistent with CEO and CRC Melton Wellbeing Policy. The intent to modify student behaviour, be used in a logical sequential order and redress breaches of expectations. **When detaining students after school, take into account a student's travel arrangement and prior appointments.** Members of the Leadership Team will issue suspensions. When issuing suspensions, reference is made to CECV documentation on "Pastoral Care". To respect a student's privacy, when consequences are issue, Teachers who need to know will be notified with appropriate information given.

A. Consequences involving the issuing of minor misbehaviours

Behaviour Management Policy

The Behaviour Management Policy provides a systematic approach to dealing with students who for a variety of reasons don't adhere to the school's published expectations. Minor misbehaviours are treated in a straightforward, practical manner, with the accumulation of a number of infringements obtained receiving fair and just consequences.

Students in breach of one or more of the specific expectations outlined below incur a specific consequence. When issuing consequences the teacher should inform the student

and take **appropriate action** e.g. send student to office for new planner; or have make-up removed etc.

The Detention system supports the 'Behaviour Management Policy' for students who:

- arrive late to Home Group without a valid reason (i.e. after 8:50 am)
- breach uniform regulations
- fail to present notes regarding attendance/ uniform
- chewing gum
- are in an out of bounds area
- have graffiti in planner

Role	Action
HRT	<ul style="list-style-type: none"> • Monitors attendance and uniform, takes action • Liaises with YLC's regarding any concerns • Monitors students in HR by checking data cyclically from the electronic database • Speaks with offenders about concerns and issues notification/database of consequences • Provides feedback of concerns to YLC
Teachers	<ul style="list-style-type: none"> • Communicates and reinforces school expectations and 'Behaviour Management Policy' • Adheres to process so that it is fair and just • Informs student of concern • Provides consequences as appropriate e.g. notifies HRT of inappropriate material in planner
YLC	<ul style="list-style-type: none"> • Communicates and reinforces school expectations • Oversee process liaising with Deputy Principal - Students • Supervises detention within guidelines • Follows up non attendees re detentions • Manages frequent offenders and contacts/ interviews parents after a further detention has occurred • Places a student onto a behaviour contract after a subsequent detention and continues to record and monitor infringement
Note	<ul style="list-style-type: none"> • Students who have been placed on a behaviour contract will be expected to complete the terms of the contract

B. Consequences for breaches of specific issues e.g. punctuality, uniform, use of Planner, non-adherence to VCE expectations

Issue	Consequence
Students late to Homeroom (school)	Refer to misbehaviour process. If notes are not provided after three days the HRT is to contact parents. Year 12 students who are continuously late to HR or do not attend will lose the privilege of early departure.
Students wearing non regulation Jewellery	Non regulation jewellery is to be confiscated and held by the YLC until the end of the term. Confiscate, put in envelope with name of student, HR, date confiscated, teacher involved and pass to YLC for storage.
Students wearing	Students will be required to remove nail polish or make up immediately

Issue	Consequence
nail polish/make-up	prior to entering classes using materials provided in HR or at the office.
Students wearing non regulation Uniform items	Items not part of the uniform regulations are to be confiscated and forwarded to the YLC with name of student, HR, date confiscated, teacher involved and pass to YLC for storage.
Students wearing PE Uniform on non PE days	Regular offenders will be asked to wear summer/ winter uniform on PE Days for the duration of the Term (A note to parents from PE Dept or YLC is required) and will be issued points on the Behavioural Tracking System.
VCE students wearing PE Uniform when not required	Students will lose privilege of wearing PE uniform. VCE students are to change into the sports uniform at school on days requiring sports uniform and change at lunchtime prior to the lesson.
Incorrect Bags/ backpack used by students	Refer student to YLC. YLC contacts parents and negotiates if appropriate a date for new/ replacement backpack. No students should be walking around the school with their school bag or other bags.
Hairstyles not conforming with regulations	Hair should be neat and tidy and appropriate to the status of a student in school uniform. Hair ribbons may be navy, black or white. A moderate approach should be made to colour and cut and style. Students not meeting these expectations should be sent to the Year Level Coordinator. The YLC will contact parents and negotiate a suitable time frame for returning hair to normal colour.
School Planner used inappropriately	Students who do not use the Planner in an appropriate manner should be referred to the YLC for a Planner inspection and if necessary a replacement planner will be purchased (from office). YLC keeps planner and if appropriate shows to parents.

C. Consequences for ongoing cases of persistent or serious offences involving detention, suspension or contracts

Consequence	Reason	Procedure
Lunchtime detention	Students may be detained for up to 10 minutes without providing notice to parents. Examples of behaviour include: <ul style="list-style-type: none"> • Late to class • Disrespectful behaviour • Failure to complete homework • Ongoing minor breaches of expectations 	Notify student informing them of reason, time and location for detention. Note in planner.
After school detention	Examples include (and suggestions for activities during detention): <ul style="list-style-type: none"> • Unauthorised absence from school/class (student makes 	Detentions are issued and processed by the YLC or Deputy Principals-students. It is the responsibility of the teacher to enter the information on SIMON-Behavioural Tracking System. Before

	<p>up 'missed time' through equivalent amount of detention time)</p> <ul style="list-style-type: none"> • Persistent or extreme rudeness to staff member (letter of apology, followed by action e.g. 'community service' e.g. tidying of classroom, litter duty, etc) • Unacceptable behaviour in Art/ Science rooms (general cleaning under supervision of teacher issuing detention) • Smoking in school uniform (educative detention - viewing of 'anti-smoking' videos; and 'community service' type detention - room duty, litter duty) <p><i>Note: A detention letter will be generated when students reach a certain level of points (see below)</i></p>	<p>entering the incident</p> <ul style="list-style-type: none"> • Ensure proposed disciplinary action is appropriate to 'breach of expectation' • Points given is appropriate to the incident • A generated detention letter will be mailed home directly to parents • Ensure the detention is completed accordingly
Behaviour Contracts (BC)	<p>A student may be placed on a behavior contract for:</p> <ul style="list-style-type: none"> • ongoing difficulties in relating to teachers and or other students • defiance towards teachers or bullying of students • failing to implement agreed strategies or demonstrate willingness to accept personal responsibility for actions • continual minor misdemeanours • patterns of unexplained non-attendance/ poor punctuality • behaviour that threatens the safety of the College community members 	<p>A BC will be developed by the YLC in conjunction with the HOS and:</p> <ul style="list-style-type: none"> • outline area(s) of concern • indicate a review time (usually 10-weeks) • require parents to attend a review meeting with the YLC and HOS • enable students who demonstrate improvement to be taken off Contract • include a recommendation to see the College counsellor or attend an outside agency if appropriate • involve the Principal if the student does not improve
Suspension	<p>A student may be suspended for repeated or extremely serious offences as for behaviour contract</p>	<ul style="list-style-type: none"> • A suspension will be authorised by the Principal and include parents notified and the relevant teachers informed

In-school Withdrawal

Withdrawal from class/and or other school activities, if judged necessary as a behaviour management process, will be done in-school rather than out-of-school, as this maintains a student's connectedness and engagement with the school. The school processes for the

withdrawal of the student from some aspect(s) of school engagement will be structured positively to assist in the student's return to acceptable behaviours. The provision of time, in an appropriate and supervised setting, for 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 will be used in these circumstances. An allocated task in keeping with such a purpose will be completed.

Out-of-school Suspension

If out-of-school suspension is judged appropriate by the school, it will be for the shortest time necessary. One day prior to the day on which the suspension is to commence, the school will notify the student's parent(s)/guardian(s), if possible by verbal communication initially and by confirmation in writing. The communication will include the reason for the suspension, the purpose of the suspension, and the date(s) on which the suspension will occur. Parent(s)/guardian(s) will be offered the opportunity to participate in a meeting to consider these matters.

SERIOUS OFFENCES

At the very last resort, and after all other avenues have been explored, the Principal would contact the Catholic Education Office regarding expulsion of the student in accord with the CECV guidelines. The Catholic Education Commission of Victoria (CECV), defines a serious offence as one which:

- a. Undermine the ethos of a Catholic School;
- b. Affects the rights of teachers/students to participate in teaching and/or learning process;
- c. Endangers the physical and/or emotional and/or moral welfare of the students and/or teaching staff
- d. Interferes with the day to day running of the College.

In the case of a serious offence, the College may have immediate recourse to one of its three special procedures: Contract, Suspension or Expulsion

While the CECV description of serious offences is extensive, the College in particular, wishes students to note that the following would be classified as **serious offences**:

- i. Violence, violent threats or intimidation to personal and group safety;
- ii. Racial or sexual harassment;
- iii. The carrying of potentially dangerous weapons
- iv. Direct and damaging interference with the property of the College or that of an individual;
- v. The use, carrying or arranging the use of illegal drugs and/or alcohol.

Examples of Levels of Behaviour and Suggested Responses

(these are not limited to or an exhaustive list.)

Incidents have been categorized into levels of seriousness with a list of response options. Incidents can be recorded on SIMON-Behaviour Tracking of students, points have been allocated according to the levels of incident. The issuing of points should not be the first response for low-level incidents.

LEVELS	EXAMPLES OF BEHAVIOURS	SUGGESTED RESPONSES
Level 1 Minor	Bullying-low level Computer Related-(low level) Disrupting Learning Environment Failure to bring appropriate materials to class Failure to Follow teacher directions Inappropriate use of teaching resources Intimidation between Students Lateness to class or homeroom Littering Non-Completion of class work and homework Off Task behaviour in Class Offensive/inappropriate language Spitting Uniform Infringement in College	Teacher/Supervisor Verbal correction or warning Relocation of student to another part of the room or yard Discussion with student at Recess/Lunch Pro Forma Letter home re: outcomes Apology Note in student's diary Litter duty supervised by issuing teacher Application of bullying policy Issuing of points on SIMON

	Vandalism/Graffiti -(low level)	
Level 2 Medium	Absent from class without permission first offence Bullying-medium level Computer Related-(medium level) Continued disruption to class Continued lateness to class or Homeroom Continued Uniform Infringement Intimidation between Students Interfering with another student's property Involvement in a fight Plagiarism and false representation Repeated offensive Language and behaviour Sustained failure to complete set tasks Sustained failure to comply with directions Uniform Infringement in a Public Place Vandalism/ Graffiti -(high level)	Year Level Coordinator, Homeroom Teacher and reporting Teacher School Detention Contact with parents Apology Incident Report on SIMON Interview with Year Level Coordinator Daily monitoring card for students Counselling Application of bullying policy Restorative Justice Meeting
Level 3 Medium	Absent from school without permission Bullying-high level eg cyber bullying Inappropriate challenging/defying of a teacher's authority Possession of Offensive material Public conduct bringing College into disrepute Racist or hurtful language Sexual harassment of staff or student Smoking in Uniform Continued failure to comply with directions Repeated Intimidation between Students Threats of actual physical violence. Vandalism/Graffiti-willful damage Other offences (only to be used by YLC)	Deputy Principal-Students Year Level Coordinator, Homeroom Teacher Detention Interview with Parents Apology Internal/External Suspension Community Service Referral to Counselling Application of the bullying policy Referral to Welfare Committee Restorative Justice Meeting
Level 4 More Serious	A breach of "Contract of Conduct" Possession or consumption of alcohol at school or school activity Possession of illicit substances/materials Sustained failure to comply with directions Theft or destruction of property Direct Involvement in a fight Violence towards another student	Deputy Principal-Students Year Level Coordinator, Homeroom Teacher Detention Interview with Parents Apology Internal/External Suspension Community Service Referral to Year Level Coordinator Referral to Counselling Referral to Deputy Principal-Students Application of the bullying policy Referral to Welfare Committee Restorative Justice Meeting
Level 5 Most Serious	A breach of "Contract of Conduct" Dealing in illicit substances Major theft or wilful destruction of Property Sustained failure with College Policies/Rules Serious criminal offence Violence towards a staff member	Principal, Deputy Principal-Students Year Level Coordinator, Homeroom Teacher Negotiated transfer from school Referral to police Suspension from school

		Application of the bullying policy Referral to Welfare Committee Restorative Justice Meeting
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Examples of Incident and Levels, (these are not limited to or an exhaustive list.)

Levels 1-3 are allocated point/s to reflect the seriousness and nature of the incidents, Levels 4 & 5 are at the discretion of the Year Level Coordinators, Deputy Principals and Principal and reflect more serious matters. The accumulation of points or a one off incident can lead to out of school hours detention. Any issuing of points need to be recorded in the student's diary.

6 Points = 1 Hour Detention after school 3.30-4.30

12 Points = 3 hour Saturday Detention 9am-12pm

20 Points = Full Day Detention and Parental Interview

Student revert to '0' at the start of each term

<p>Level 1 Range of 1-2 points</p> <ul style="list-style-type: none"> Bullying-low level Computer Related-(low level) Disrupting Learning Environment Failure to bring appropriate materials to class Failure to Follow teacher directions Inappropriate use of teaching resources Intimidation between Students Lateness to class or homeroom Littering Non-Completion of class work and homework Off Task behaviour in Class Offensive Language Spitting Uniform Infringement in College Vandalism/Graffiti -(low level) 	<p>Level 4</p> <ul style="list-style-type: none"> A breach of "Contract of Conduct" Possession or consumption of alcohol at school or school activity Possession of illicit substances/materials Sustained failure to comply with directions Theft or destruction of property Direct Involvement in a fight Violence towards another student
<p>Level 2 Range of 2-4 points</p> <ul style="list-style-type: none"> Absent from class without permission first offence Bullying-medium level Computer Related-(medium level) Continued disruption to class Continued lateness to class or Homeroom Continued Uniform Infringement Intimidation between Students Interfering with another student's property Involvement in a fight Plagiarism and false representation Repeated offensive Language and behaviour Sustained failure to complete set tasks Sustained failure to comply with directions Uniform Infringement in a Public Place Vandalism/ Graffiti -(high level) Other offences (only to be used by YLC) 	<p>Level 5</p> <ul style="list-style-type: none"> A breach of "Contract of Conduct" Dealing in illicit substances Major theft or wilful destruction of Property Sustained failure with College Policies/Rule Violence towards a staff member
<p>Level 3 Range of 6-12 points</p> <ul style="list-style-type: none"> Absent from school without permission Bullying-high level eg cyber bullying Inappropriate challenging/defying of a teacher's authority Possession of Offensive material Public conduct bringing College into disrepute Racist or hurtful language Sexual harassment of staff or student Smoking in Uniform Continued failure to comply with directions Repeated Intimidation between Students Threats of actual physical violence. Vandalism/Graffiti-wilful damage Other offences (only to be used by YLC) 	

STUDENT LEARNING MANAGEMENT PROCEDURE

LEVELS	EXAMPLES OF BEHAVIOUR	SUGGESTED RESPONSES
Level 1	Failure to complete homework Classwork not completed Failure to contribute to class activity Arriving at class without materials/appropriate uniform Work not submitted on due date Absent from class on due date Absent for test/GAT/outcome	Verbal correction Discussion with student at recess/lunchtime Note to parents in student's planner New submission date (within 7 days) negotiated Unsatisfactory Letter to Parents
Level 2	Continued failure to complete homework Continued failure to complete classwork Absent for negotiated date for test/GAT/outcome/submission	Contact parents Contact Year Level Coordinator Head of SSG contacted Unsatisfactory Letter to Parents
Level 3	Work is UN standard Work is D or E (Year 10 & 11) Absence from Semester Exam Absence from Trial Exam (Year 12)	Yrs 7-10 students resubmit/referred to Year Level Coordinator VCE students referred to VCE Coordinator and Year Level Coordinator Parent contact by teacher
Level 4	Work not submitted by extended date Work submitted by extended date but is UG standard Continued absence on due dates or days of GAT, tests or outcomes	Yrs 7-10 students resubmit/referred to Year Level Coordinator VCE students referred to VCE Coordinator and Year Level Coordinator Parent contact by teacher
Level 5		Parent contact meeting with Principal regarding re-enrolment

STUDENT ATTENDANCE MANAGEMENT PROCEDURE
Deputy Principal-Students

LEVELS	EXAMPLES OF BEHAVIOUR	SUGGESTED RESPONSES
Level 1	Student is late/absent from any class or Homeroom	Homeroom Teacher, Teacher Lateness/absence recorded on SIMON Time made up at lunchtime
Level 2	Lateness three times to class in one term without satisfactory explanation Failure to supply absence note Unexplained period of absence	Year Level Coordinator, Homeroom Teacher School detention Homeroom Teacher to follow up unexplained absences Further action by Homeroom Teacher and Year Level Coordinator
Level 3	Truancy Incident	Year Level Coordinator, Homeroom Teacher School detention Further action by Homeroom Teacher and Year Level Coordinator
Level 4	Multiple absences	Year Level Coordinator, Homeroom Teacher Interview parents Further action as necessary
Level 5	Chronic lateness Multiples truanies School refusal	Deputy Principal-Students, Year Level Coordinator, Homeroom Teacher, Counsellor Appropriate action