



Student Wellbeing Policy

The following policy has been written with respect to the guiding principles of the St Aloysius College Mission Statement and Mercy Education Values.

St Aloysius College is a Child Safe School that acknowledges the duty of care owed to students. We commit to ensuring the safety and wellbeing of the children and young people in our care.

Student Wellbeing and Pastoral Care at St. Aloysius College is central to all that we do. As a community we strive for our students to be personally fulfilled, to know their own worth and to enjoy participating actively in the life of the College. As a Mercy School we are inspired by our Mercy Education values of: Justice, Compassion, Hospitality, Courage, Respect and Service.

Rationale:

St Aloysius College is a Restorative Practice school. This framework underpins all interactions within the College community and promotes respectful relationships and the opportunity for positive outcomes for all. The Student Management Plan supports staff to act effectively in resolving a range of issues. In addition, Positive Education principles provide the framework for the delivery of pastoral care and student learning at the College. The Mindfulness Program is part of a whole school approach to Positive Education at St Aloysius College. The Pastoral Program complements this approach and provides a range of appropriate weekly workshops for the students at each year level.

St Aloysius College abides by all relevant legislations and as such corporal punishment is prohibited.

Restorative Practices:

Restorative Practices assists staff, students and other members of the community to maintain and restore relationships; we understand that the most profound learning occurs where healthy relationships are fostered.

Guiding Principles of Restorative Practices:	
Engage	in a learning process that supports a student to understand how others have been affected by their behaviour
	in a conversation that does not blame, judge or accuse
	in a process that is accepting of ambiguities <i>Misbehaviour is often not “black and white”. It is often unhelpful to focus solely on establishing proof or guilt and doing so can sometimes be destined to failure.</i>
	in a process where the deed is separated from the doer. <i>In doing so, we acknowledge the inappropriate behaviour, whilst maintaining a respectful and dignified relationship with those involved in a process whereby any serious wrongdoing and conflict is seen as an opportunity for learning</i>

Respond	With appropriate consequences, suited to the individual and the context.
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These questions have been designed to facilitate restorative conversations.

Restorative Questions:	What happened?
	What were you thinking then/since?
	Who may have been affected by your choices? How?
	What could you have done differently?
	What needs to happen now to make things right? (<i>consequences</i>)

Restorative Practices - Consequences

Restorative Practices does not imply an absence of consequences. Rather consequences are discussed with the student to suit the issue at hand and the individual student's needs. As such, Restorative Practices is not a one size fits all approach.

Restorative Practices: Possible consequences	Letters/conversations of apology
	School/community service (to make amends)
	School/community service (to make up for lost learning opportunities)
	To address the issue in a timely manner and to maintain appropriate standards (e.g. uniform)
	Agreeing to engage with appropriate support services
	Supervised time-out (with prior consultation with the appropriate staff)
	Interviews with appropriate staff (this may include parental involvement/notification)
	Behaviour plans
	In-school suspension (only in extreme situations and where a pattern of behavior has continued despite all efforts to support the student. In such situations, Senior Leadership would be involved.)

This Policy supports students to:

- take responsibility for their actions and learning
- demonstrate a willingness to learn whilst respecting the right of others to learn.
- interact with others in a respectful and safe manner, including refraining from physical and/or aggressive behaviours
- refrain from the possession, use, distribution or selling of illicit drugs, prohibited substances including unauthorized use of medication whilst on school premises or at any function or activity/program organised by the school
- respect our environment by maintaining all areas in a clean and tidy manner
- look after their own belongings and to respect the property of others.
- represent the College and themselves in an appropriate manner both within the College grounds and in the wider community
- wear the full school uniform appropriately and with pride

This Policy requires Staff to:

- follow-up issues, according to the Student Management Plan flow chart (Appendix *1) Confering with the student's Pastoral Leader will be the first part of this process, which may also include communications to parents.
- document student issues on the Learning Management System.

Where student to student interactions are disrespectful or unsafe, these behaviours **may** be categorized as bullying or harassment. Any form of harassment is contrary to the rights of the individual, weakens the community and interferes with the effectiveness of the work and learning environment. Harassment/bullying of any person will not be tolerated. Respect for others is essential enabling the establishment of and support for positive relationships.

What is Harassment/Bullying?

Harassment is verbal, physical, psychological or sexual conduct which is unwanted and uninvited. Bullying is a type of harassment. Bullying occurs when any member of the College is subjected to behaviour that is hurtful, threatening or frightening.

"Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behaviour is repeated or has the potential to be repeated over time."

Stopbullying.gov

Bullying may include:

- Name calling, teasing, ridiculing
- Physical violence
- Putting down others and their achievements
- Spreading rumours
- Throwing objects
- Demanding money or possessions
- Damaging, removing, hiding belongings
- Making nuisance calls, sending nuisance emails/text messages or posting inappropriate messages online
- Making racist comments
- Behaving in a threatening way
- Glaring and making menacing gestures
- Deliberately leaving someone out of activities
- Making comments of a sexual nature
- Making negative or offensive comments about the family members of other people.

The College will:

- Act upon all reported cases of bullying
- Respond appropriately to incidents of bullying in line with the policy and the principles of Restorative Practice
- Offer the victim support and help
- Treat any retaliatory incident against a person who has reported bullying, or any case of a deliberate, false accusation of bullying, seriously.

Persons who experience bullying should:

- Discuss the situation with someone they trust e.g. parent/guardian, friend, relation, Pastoral Leader, teacher, counsellor, Year Level Leader. If they feel confident enough to do so, they should tell the person who is bullying or harassing them to stop.
- Walk away from the situation to an area where they feel safe.
- Follow advice given to address the issue.

Other students can:

- If possible, help and support the student who is being bullied,
- Refuse to join in

- Talk to someone they trust who can help.
- Report the bullying.
- If they feel confident enough to do so, tell the person responsible for bullying to stop.

The person doing the bullying should:

- Stop the bullying behaviour immediately.
- Try to understand how words and /or actions chosen have been harmful and learn from the experience.
- Follow strategies and advice given to address the issue
- For repeat incidents of bullying, formal interviews with the student, her parents/guardians and the Year Level Leader will take place. The Head of Students and the Deputy Principal may also be involved.
- Every effort will be made to ensure that relationships are restored and that students feel safe, comfortable and able to learn at school. In many instances, this will require all the students involved to come together in a meeting mediated by the Year Level Leader, the College Counsellor, the Head of Students & Programs and/or the Deputy Principal.

Consequences for students who bully other students will be decided in accordance with individual circumstances and the College Restorative Practices Policy & Procedures.

Examples of extreme disrespectful behavior, student-to-student may include offending of a sexual nature. The following table (Four Critical Actions For Schools – Responding Student Sexual Offending), supports school staff to understand their responsibilities for responding to and reporting sexual offending by students.

This guide **replaces** the previous DET protocols documented in the Responding to Allegations of Student Sexual Offending.

FOUR CRITICAL ACTIONS FOR SCHOOLS
Responding to Student Sexual Offending

YOU MUST TAKE ACTION

As a school staff member, you play a **critical role** in protecting children in your care.

- You must act by following the 4 critical actions as soon as you witness an incident, receive a disclosure or form a suspicion that a student is a victim of a student sexual offending and/or a student has engaged in sexual offending
- You must act even if you are unsure and have not directly observed student sexual offending (eg. if a victim, or another person tells you about the offence)
- You must use the *Responding to Student Sexual Offending template* to keep clear and comprehensive notes.



1 IMMEDIATE RESPONSE TO AN INCIDENT	2 REPORTING TO AUTHORITIES	3 CONTACTING PARENTS/CARERS	4 PROVIDING ONGOING SUPPORT			
<p>If there is no risk of immediate harm go to Action 2.</p> <p>If a child is at immediate risk of harm you MUST ensure their safety by:</p> <ul style="list-style-type: none"> ■ separating alleged victims and others involved ■ administering first aid ■ calling 000 for urgent medical and/or police assistance to respond to immediate health or safety concerns ■ identifying a contact person at the school for future liaison with Police. <p>Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.</p>	<p>As soon as immediate health and safety concerns are addressed you MUST report incidents, suspicions and disclosures of student sexual offending as soon as possible:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>VICTORIA POLICE All instances on 000</p> </div> <div style="width: 30%;"> <p>DHHS CHILD PROTECTION If you believe that:</p> <ul style="list-style-type: none"> ■ the victim's parent/carers are unable or unwilling to protect the child ■ the student who is alleged to have engaged in the student sexual offending is: <ul style="list-style-type: none"> □ aged over 10 and under 15 years and may be in need of therapeutic treatment to address these behaviours □ may be displaying physical and behavioural indicators of being the victim of child abuse*. </div> <div style="width: 30%;"> <p>INTERNALLY ALSO report internally to:</p> <ul style="list-style-type: none"> ■ School Principal and/or leadership team (all instances) ■ Government Schools: DET Security Services Unit ■ Catholic Schools: Diocesan education office </div> </div> <p>You must identify a contact person at the school for future liaison with Victoria Police and/or Child Protection and seek advice about contacting parents/carers (see Action 3).</p> <p>*See the <i>Four Critical Steps for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse</i> for further guidance in these circumstances.</p>	<p>Your Principal MUST consult with Victoria Police or DHHS Child Protection to determine what information can be shared with parents/carers of all impacted students. They may advise:</p> <ul style="list-style-type: none"> ■ not to contact the parents/carers (eg. in circumstances where contacting the parents/carers is likely to adversely affect a Victoria Police investigation or where the student is a mature minor and has requested that their parent/carer not be notified) ■ to contact the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion). 	<p>Your school MUST provide support for students who are victim to a student sexual offence AND students who have engaged in a sexual offence. This is an essential part of your duty of care requirements.</p> <p>This support should include the development of a Student Support Plan in consultation with wellbeing professionals, outlining support strategies. Strategies may include the development of a safety plan, direct support and referral to wellbeing professionals.</p>			
<p>CONTACT</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;"> <p>DHHS CHILD PROTECTION AREA North Division 1300 664 9777 South Division 1300 655 795 East Division 1300 360 391 West Division (Rural) 1800 075 599 West Division (Metro) 1300 664 9777</p> <p>AFTER HOURS After hours, weekends, public holidays 13 12 78</p> </td> <td style="width: 33%;"> <p>CHILD FIRST www.dhs.vic.gov.au VICTORIA POLICE 000 or contact your local police station DET SECURITY SERVICES UNIT (03) 9589 6266 STUDENT INCIDENT AND RECOVERY UNIT (03) 9637 2934</p> </td> <td style="width: 33%;"> <p>EMPLOYEE CONDUCT BRANCH (03) 9637 2595 DIOCESAN OFFICE Melbourne (03) 9267 0228 Ballarat (03) 5337 7135 Sale (03) 5622 6600 Sandhurst (03) 5443 2377 INDEPENDENT SCHOOLS VICTORIA (03) 9825 7200</p> </td> </tr> </table>				<p>DHHS CHILD PROTECTION AREA North Division 1300 664 9777 South Division 1300 655 795 East Division 1300 360 391 West Division (Rural) 1800 075 599 West Division (Metro) 1300 664 9777</p> <p>AFTER HOURS After hours, weekends, public holidays 13 12 78</p>	<p>CHILD FIRST www.dhs.vic.gov.au VICTORIA POLICE 000 or contact your local police station DET SECURITY SERVICES UNIT (03) 9589 6266 STUDENT INCIDENT AND RECOVERY UNIT (03) 9637 2934</p>	<p>EMPLOYEE CONDUCT BRANCH (03) 9637 2595 DIOCESAN OFFICE Melbourne (03) 9267 0228 Ballarat (03) 5337 7135 Sale (03) 5622 6600 Sandhurst (03) 5443 2377 INDEPENDENT SCHOOLS VICTORIA (03) 9825 7200</p>
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Please Note: Refer to Mandatory Reporting Policy Appendix A, 4.7, Page 16 – Failure to Report.

Management of Drug Related Incidents

“The possession, use, distribution or selling of illicit drugs on school premises at any function or activity organized by the school is prohibited. Schools should have clearly defined policies and procedures relating to illicit drugs included in the school’s drug education policy.

In the case of incidents involving illicit or unsanctioned drug use at the school, initial actions and responses should focus on the safety and wellbeing of those directly and indirectly involved.

If the principal of a school has knowledge of the use, possession and distribution of illicit drugs the local designated police officer must be contacted in order for a collaborative approach with the wellbeing of the young person being the priority. Schools will work collaboratively with Victoria Police to ensure appropriate action is taken in response to drug related incidents including those involving illicit drugs. It is recommended that the school also consult Catholic Education Melbourne for advice.”

Catholic Education Melbourne - February 2009

St Aloysius College prohibits the possession, use, distribution or selling of illicit drugs and cigarettes (including e-cigarettes) on school premises or at any function or activity organized by the school (including camps, excursions, overseas trips). In responding to drug related issues, the College will liaise with the student, their family and relevant agencies to offer support and professional advice.

Procedures for dealing with student wrongful behaviour of a serious nature:

*The following processes have been informed by the CEM recommendations for dealing with **student wrongful behaviour of a serious nature***

(revised June 2016)

Student wrongful behaviour of a serious nature is activity or behaviour of a student which:

- seriously undermines the ethos of the Catholic school; and/or
- consistently and deliberately fails to comply with any lawful order of a principal or teacher; and/or
- is offensive or dangerous to the physical or emotional health of any student or staff member; and/or
- consistently and deliberately interferes with the educational opportunities of other students.
- Some wrongful behaviours of a serious nature are by definition criminal offences. These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only and not all-inclusive. When a principal determines that a serious offence of a criminal nature has occurred, the welfare needs of the offending student(s) is paramount. The incident should be reported to the police at the earliest opportunity.
- When it is judged by the College that a student has engaged in wrongful behaviour of a serious nature within the school community a **Behaviour Management Support Group** will be convened to:
 - consider the behaviour of the student and the implications for the student and the school community
 - consider the personal and social needs of the student, and how they may best be responded to
 - determine what behaviour management action within the school’s stated processes is most appropriate
 - identify strategies to assist the student, following successful behaviour management, to re-establish his/her place satisfactorily in the school community
 - ensure that decisions of the **Behaviour Management Support Group** are implemented
 - access any relevant agencies to provide support.

- In arriving at decisions, the Behaviour Management Support Group aims for consensus. Where this is not achievable, the principal (or principal's nominee) makes the decision, in accordance with school policies and directives. The decision of the Behaviour Management Support Group is recorded in writing and filed in the school records. Confidentiality should be honoured at all times.

The **Behaviour Management Support Group** will be comprised of:

- the Principal or /her nominee as convenor and chairperson
- the Head of Students & Programs
- the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the student
- the parent(s) or guardian(s) of the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the parent(s)/guardian(s)
- the Year Level Leader
- a specialist person (as required) who may be of assistance, for example, the College Counsellor

In some instances, where the behaviour of a student is deemed to threaten immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend the student temporarily from the student community, pending a meeting of the Behaviour Management Support Group. Responsibility for such a decision rests with the Principal or the Principal's nominee.

In-School Withdrawal

Withdrawal from class and/or other school activities, if judged necessary as a behaviour management process, Withdrawal from some aspect(s) of the school program, will be structured positively to assist in the student's return to acceptable behaviours. This may involve 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.

Out-of-school Suspension

If out-of-school suspension is judged appropriate by the Principal, this will be imposed for the shortest time necessary. At least one day prior to the day on which the suspension is to commence, the College 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.

Where possible the parent(s)/guardian(s) be offered the opportunity to participate in a meeting to consider these and other related matters, including:

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

If an initial verbal contact with the parent(s)/guardian(s) is not possible, it may be necessary to ask the student to take the written notice home to them as their first notification. This decision rests with the College, taking into account the age of the student, legal requirements, duty of care, and other relevant circumstances.

Catholic Education Melbourne expects that a student shall not be suspended for a total of more than nine school days in any one school year.

Negotiated Transfer

Negotiated Transfer involves a change of school by a student either between Catholic schools, or to a school within another sector, or to an alternative educational setting. In the case of students who are of post-compulsory school age, a wider range of options might be considered, for example, a negotiated transfer, either temporary or permanent, to the workforce, or to a higher education or training institute.

Negotiated Transfer is an option in circumstances in which it is judged that St Aloysius College is not the right environment for the student, and that another setting would more suitably meet the student's current and future needs and be the most appropriate means of providing for the student's wellbeing. It may also be that, due to serious behavioural issues, a student's Negotiated Transfer is an appropriate means of providing for the wellbeing of the school community.

When Negotiated Transfer is being offered, the Principal (or Principal's nominee) will provide comprehensive advice to the student and the student's parents about the benefits this option would provide, and seek their agreement for a Negotiated Transfer.

Responsibility for negotiating a transfer is with the Principal (or Principal's nominee) of the school from which the student is to transfer. The following matters will be considered:

- the environment which would best provide for the student's emotional, social and spiritual needs
- the school which would provide an educational program suitable to the student's needs, abilities and aspirations
- the process by which the transfer is to be negotiated
- the support required by the student and parent(s)/guardian(s) in making the transition.

Expulsion

It is an expectation of Catholic Education Melbourne that expulsion of a student from a Catholic school in the Archdiocese of Melbourne will not occur except in the most serious of circumstances, and when the following conditions all apply:

- the student has engaged in wrongful behaviour of a serious nature (see definition above), and
- the school's other processes for addressing such behaviours have been applied and not been successful, and
- the welfare and safety of others in the school community, or the need to maintain order and protect the rights of others, make it necessary that the student no longer be present in that school community.

Only the principal has the authority to expel a student. Catholic Education Melbourne expects that, prior to confirming an expulsion, 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
- in parish or regional schools, provide to the parish priest / canonical administrator as appropriate, formal written notification of the intended expulsion and the reasons for it and seek endorsement. In addition, provide to the Executive Director of Catholic Education Melbourne formal written notification of the intended expulsion, and the reasons for it, and request that the Executive Director endorse the principal's decision

- in Congregation-owned schools, follow the required endorsement processes of that body.

Should the decision to expel the student be confirmed, the principal must ensure that the expulsion is formally recorded in the school's files, and provide to the parent(s)/guardian(s) of the expelled student a formal Notice of Expulsion. When possible, this notice is to be issued before or on the day the expulsion is to commence, and if that is not possible then as soon after that as possible. This notice needs to include:

- The reason(s) for the expulsion
- The commencement date of the expulsion
- Details of the Review and/or Appeal processes available*

*Natural justice must apply, and consequently there ought to be available in every school a formally authorised process by which parent(s)/guardian(s) of an expelled student, and in some circumstances the expelled student himself/herself, may have the expulsion decision reviewed and/or appealed.

Process for Review of an Expulsion Decision

The parent(s)/guardian(s) of a student expelled from a Catholic school may, within five school days (in exceptional circumstances, ten school days) of receipt of the notice of expulsion, formally request of the principal that the decision be reviewed. If the student is living independently from their parent(s)/guardian(s), the student also has this right. The request must be in writing unless that is not possible, and must state the grounds on which the Review is being sought, 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.

Valid grounds for requesting a Review are that:

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

An Expulsion Review Panel, convened by the principal, will hold the review, within five school days if possible. Membership of the panel will be the principal as non-voting chair and three persons nominated by the principal, who were not involved in the original decision and who have school leadership responsibility. The panel 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 Catholic Education and, if a Congregation-owned school, to the relevant Congregational authority.

Process for Appeal against an Expulsion Review Decision

After the Review Process has been concluded, if the expulsion decision is still in place the parent(s)/guardian(s) may appeal against that decision. The parent(s)/guardian(s) may, within five school days (in exceptional circumstances, ten school days) of receipt of the Review decision, lodge a formal Appeal. When a student is living independently from their parent(s)/guardian(s), the student also has the right of appeal.

Valid grounds for requesting an Appeal are that

- proper procedures were not followed in the Review process, and/or that

- the decision to continue the expulsion was unjust.

The Appeal must be in writing to the Executive Director of Catholic Education or, in the case of Congregation-owned school, to the relevant designated Congregational authority. Upon receipt of an Appeal notice, this authority will appoint an officer to investigate the Appeal. When the investigation has been completed, the Officer will deliver their findings to the Executive Director of Catholic Education or Congregational authority, who will formally notify the principal and the person(s) who made the Appeal. If the grounds on which the Appeal was made are found to be true, the expulsion must be repealed. Otherwise, the expulsion will remain.

Following receipt of these findings, the principal will formally notify all parties to the Appeal as to whether the expulsion decision remains or is repealed, and the reason(s) for the decision. This decision will be final, and is not subject to further Review or Appeal within the Catholic Education system.

Catholic Education Melbourne June 2016 (Revised)

Date Ratified: February 2017 by Advisory Council

Implementation Responsibility: Head of Students & Programs

Next Review Date: July 2020