



Pastoral Care & Behaviour Management Guidelines

Revised August 2022

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Glossary

AHOC	Assistant Head Of Campus	OHS	Occupational Health & Safety
AHC	Assistant House Coordinator	PAM	Parent Access Module (of SIMON)
ALAL	Assistant Learning Area Leader	POL	Position Of Leadership
BMP	Behaviour Management Plan	PPT	Professional Planning Time
BMSG	Behaviour Management Support Group	SAC	School-Assessed Coursework
CECV	Catholic Education Commission of Victoria	SAT	School-Assessed Task
CEOM	Catholic Education Office of Melbourne	SEA	Special Examination Arrangements
CIT	College Improvement Team	SEL	Social Emotional Learning
CLEA	College Learning Enhancement Administrator	SIMON	College Learning Management System
CLEO	College Learning Enhancement Officer	SIS	Southern Independent Schools
CSTL	Counselling Services Team Leader	SSC	Senior Student Council
CST	Counselling Service Team	SSO	School Services Officer
DLE	Director Of Learning Enhancement	STAR	STudents At Risk
DOC	Director Of Campus	SWAG	Student Wellbeing And Growth
DP	Deputy Principal	VASS	VCE Administrative Software System
HC	House Coordinator	VCAA	Victorian Curriculum And Assessment Authority
HoC	Head Of Campus	VCAL	Victorian Certificate Of Applied Learning
HRT	Home Room Teacher	VCE	Victorian Certificate Of Education
L&T	Learning & Teaching	VET	Vocational Education And Training
LAL	Learning Area Leader	VP	Vice Principal
LaP	Learning & Pedagogy		
LEC	Learning Enhancement Coordinator		
MACS	Melbourne Archdiocese Catholic Schools		

<u>College Improvement Team</u>	Principal, PA, Vice Principals (Learning & Teaching; Mission, Identity & Community; Staff; Students), Heads of Campus (Mornington 7-9, Mornington 10-12, Rosebud, Tyabb), Director of Finance & Director of Business
<u>Pastoral Executive</u>	Vice Principal – Students, Heads of Campus (Rosebud & Tyabb), Assistant Head of Campus Student Wellbeing & Growth (Mornington 7-9 & Mornington 10-12), Counselling Services Team Leader, Pastoral Associate, Leader of Student Wellbeing Programs

Introduction to our guidelines

The purpose of this guide is to provide clarity in procedures for the pastoral care and behaviour management of students in order to meet our collective duty of care in supporting students at Padua College. Our aim at Padua College (referred to as our North Star) is that our students and staff strive to recognise and utilise their God given talents, be the best that they can be and make a positive impact on their world.

A Whole School Approach to Wellbeing

The following definition is taken from the Catholic Education Melbourne – Horizons of Hope Foundation Statement: Wellbeing in a Catholic School.

'Wellbeing' is both practice and perception, action, and awareness. It is a state of being well in body, mind, and spirit. Drawing from the wellsprings of our values, sense of purpose and meaning, wellbeing enlivens what matters in our lives. While all educators are focused on the wellbeing of their students, those in Catholic schools have a particular orientation to wellbeing. Illuminated by faith and the words of Jesus who said, 'I have come that you may have life, and have it to the full' (John 10:10), Catholic educators nurture young people's spiritual and religious dimensions to enable them to truly understand what it means to be alive and well as a human person.

Wellbeing encompasses all dimensions of life within a Catholic school community. It is brought to life through the actions, interactions, and attitudes of all community members. It is therefore the responsibility of all community members to invest in the wellbeing of our students.

How we support Pastoral Care and Behaviour Management?

Our processes set high standards and applies across the College 7-12. The foundation is based on student rights and student responsibilities and importantly restorative practices.

We are made in the image of Christ. Christ was caring; compassionate and forgiving. He was also no pushover and gave tough love when tough love was needed. Tough love has its place in this policy. The emphasis on team is critical to positive outcomes in pastoral care. When behaviour issues arise, the 'we' rather than the 'I' focus promotes a team approach to outcomes. There are and will be times when decisions for a student's education are not popular but are required to be made. There are also certain Melbourne Archdiocese Catholic Schools (MACS) compliance requirements that need to be met when a student moves into the more serious categories.

Behaviour Management policies and processes will not 'solve' all inappropriate behaviours but provide guidance and outcomes for the needs of the individual or for collective growth. The College policy is flexible, allowing for personal issues that can affect behaviours but at the same time providing clear levels of expectation and 'possible welfare measures' that can be applied. The walk and talk of pastoral care is as important (if not more so) than all that goes with it.

eXcel: Wellbeing for learning in Catholic school communities

eXcel: Wellbeing for learning in Catholic school communities articulates the importance of wellbeing to children and young people's spiritual, cognitive, physical, emotional and social growth.

Presented as four intersecting dimensions of enable, connect, engage and learn, the first letter of each has been combined to form the overarching concept of 'eXcel'.

enable + connect + engage + learn = eXcel

eXcel embraces the belief that children and young people have the capacity to achieve their full potential when their wellbeing is nurtured in faith-filled learning environments that are safe, inclusive and respectful.

How we can support students using the eXcel Framework

ENABLE – Safe, inclusive and respectful environments

After months of physical and social isolation, as a result of the Pandemic, students may have experienced feelings of separation and loneliness. Those students who have seemingly thrived cognitively, are also likely to require some form of social and emotional support. Reconnecting with friends, re-establishing feelings of safety, belonging and connection are essential at this time. Engaging with familiar people, routines, and activities will provide a sense of safety, security and enhance coping skills.

CONNECT – Nurturing, collaborative and authentic relationships

Strong relationships will be essential to students' academic success and wellbeing as they transition to a 'new normal'. Now is the time to develop the personal connections that students will need to sustain them through the uncertainties ahead. Relationships across the school community are authentic, respectful, and trusting, and the wellbeing of the student is at the centre of our work. Relationships with families are also actively fostered and sustained to support students.



ENGAGE – motivated, empowered and adaptable learners

Making connections, validating feelings and demonstrating empathy will support young people's engagement with schooling. Providing learning opportunities to cultivate curiosity, creativity, imagination, experimentation are more likely to engage and motivate. Building on their sense of self, students are empowered to build resilience and encouraged to take personal responsibility for their learning.

LEARN – Explicit, purposeful and innovative teaching

Social and emotional learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. Our pastoral care structure at the College provides an integral aspect of support with regard to the wellbeing of the students.

Our **Learning & Teaching Framework** explicitly identifies the opportunities for our teaching staff to enable a learning environment that is positive, empowering and flexible and where positive relationships with students, colleagues, families and community are essential for learning and wellbeing. Knowing the students as learners enriches teaching and learning connecting the world beyond the classroom.

Child Safety

Child Safety background

All staff working with students or in schools have a moral and legal obligation and a duty of care to protect any child under their care from reasonably foreseeable harm (not just staff who are classified as mandatory reporters).

Promoting Child Safety is a key responsibility of all staff at Padua College, especially staff with a pastoral role. To assist our students to understand their rights and responsibilities in this important area, a 'Feeling Safe @ Padua' brochure has been designed to provide information pertaining to child safety and abuse (*Appendix 2*). It includes advice for students on what to do if they have been abused, are being abused, or are at risk of being abused.

The Wellbeing Resource on SIMON and other links also provide an important avenue for this information to be readily accessed by students assisting them to understand their rights and responsibilities regarding Child Safety.

<https://sites.google.com/padua.vic.edu.au/padua-college-wellbeing/home>

Padua College has appointed a group of staff to be the College's Child Protection Officers. A full list of these staff including contact details are on SIMON on the 'Child Safety' link. All members of the Pastoral Executive are also Child Protection Officers and therefore should be able to answer any questions with respect to the Child Safe Policy and the Child Protection Program. There is also a specific email address that students may use to raise any concerns or questions childsafe@padua.vic.edu.au

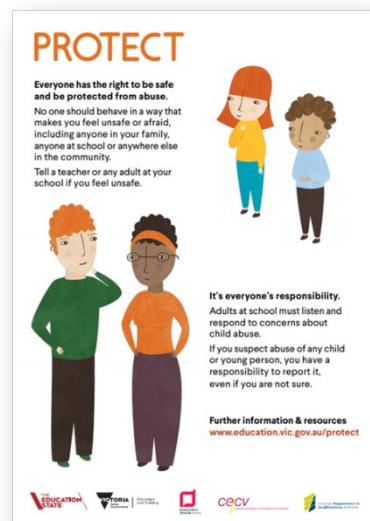
Mandatory Reporting/PROTECT Documents

All members of the College must respond to any reasonable suspicion or belief that a child has been, or is at risk of being abused, following the Four Critical Actions (*Appendix 3*).

Failure to report some forms of child abuse can constitute a criminal offence in Victoria, including where:

- an adult forms a reasonable belief that a sexual offence has been committed by another adult against a child under the age of 16 years.
- it is known that a person associated with their organisation poses a substantial risk of sexually abusing children (Complete Template 1- Responding to Suspected Child Abuse) and in the case of students suspected of sexually offending against other students, (Complete Template 2 - Responding to Suspected Student Sexual Offending)

When disclosed and allegations of child abuse are made, staff must consult with a Pastoral Executive member who must document these incidents using the PROTECT Template, following the Four Critical Actions.



Incidents of Attempted Suicide / Serious Self Harm Off Site do not need to be reported to external authorities by School Staff. However, a PROTECT document Template is to be completed re such incidents and added to SIMON (WELFARE section) and Pastoral Chain Leaders are to be informed.

Child Safeguarding policies

<https://www.padua.vic.edu.au/pages/child-safety>

<https://paduacollege.policyconnect.com.au>

Pastoral Care

Rationale

The purpose of Pastoral Care is to support the creation of an environment in which young people come to acknowledge, reflect on, and understand the value of being men and women of competence, conscience, and compassion. Wellbeing encompasses all dimensions of life within a Catholic school community. It is brought to life through the actions, interactions, and attitudes of all community members. It is therefore the responsibility of all community members to invest in the wellbeing of our students.

Roles & Responsibilities

Homeroom Teacher

The Homeroom Teacher has a key role in the pastoral care programme and processes of the College. Homeroom Teachers will strive to provide an environment where each student is personally known and valued and feels an integral part of the College. Homeroom Teachers take an active interest in the well-being, learning and behaviour of each of the students in their homeroom group. Homeroom teachers provide the first point of contact for parents/carers regarding pastoral matters of their child. The Homeroom Teacher is also responsible for the delivery of the eXcel – Pastoral lesson program. Individual lesson plans for this timetabled pastoral lesson will be distributed by the Leader of Wellbeing Programs on a regular basis.

Classroom Teachers

The Classroom Teacher is immediately responsible to the Learning Area Leader, the Campus Learning & Pedagogy Leader and the Vice Principal-Learning & Teaching for the development and implementation of the curriculum. They are also responsible to the House Co-ordinator and the Deputy Principal-Head of Campus for the pastoral care of, and discipline of students as well as the smooth and effective management of classes.

House Co-Ordinators

The House Co-ordinators are responsible to the Principal through the Heads of Campus. The position is one of leadership of both staff and students in a Catholic school, and so the House Co-ordinator is called to exemplify Jesus' style of the leader as servant of the community.

The House Co-ordinator is an integral and significant member of the pastoral care programme and processes of the College. The House Co-ordinator's role, with the assistance of the other staff in their House, is to develop within the students a sense of belonging, loyalty and spirit to the house and school, and to care for student needs at their time at the College. House Co-ordinators are experienced, competent classroom teachers, with some expertise in addressing large groups, organising student functions, and liaising with staff and parents. They work closely with the homeroom teachers and other staff associated with the House.

Morning Homeroom

To assist with realising this purpose, there is an expectation that the following elements are covered during morning homeroom.

- Formal (all standing) greeting of all students as they arrive each morning with a focus on developing a positive relationship in addition to individual, informal greeting where possible.
- Prayer – should be delivered by students on a rotational basis. The daily prayer is located in SIMON, but the use of other prayers is encouraged.
- Follow up on absenteeism for full day absence.
 - Contact families for any student **absent for three consecutive days** and report any concerns to the House Coordinator.
- Check of uniform.
 - Students must rectify uniform issue immediately (if possible) and teacher document as an incident (i.e. removal of under shirt, incorrect socks, excessive jewellery)
 - Those students who are not in the correct uniform be issued with a uniform

- infringement (in SIMON in the uniform category, highlighting the specific issue).

Homeroom teachers should communicate with teachers about concerns they have regarding particular students. Calls or emails should also be sent to parents to discuss immediate concerns or deliver words of positive feedback. Whilst SIMON provides a clear picture for parents, there is nothing more valuable than direct contact.

Student Notes in SIMON

The Student Notes section in SIMON is a comprehensive space for the collection of information pertinent to individual students program and communication. The following categories exist in SIMON for notes to be placed.

Category	Description
Adjustments	<i>Entered by each class teacher for students that required adjustments as per the Learning Enhancement lists</i>
Careers	<i>Entered after Careers interview from the careers team</i>
Curriculum	<i>Notes pertaining to the subject specific information</i>
General	<i>Space for general notes where it would be important to keep a digital record of</i>
LE - Consultation	<i>Notes on consultations with families for Learning Enhancement students</i>
Learning Enhancement	<i>Other LE administration notes</i>
Parent Communication	<i>Space to document communication with parents (generally phone calls)</i>
Past. Associate communication	<i>Information pertaining to the Pastoral Associate involvement with the student/family</i>
Pastoral	<i>Notes of pastoral concern for the student</i>
VCAA special provisions	<i>Information to special conditions for senior students for exams</i>
Welfare	<i>Restricted space to hold mandatory report PROTECT notifications</i>
Year 12 non scored	<i>Information on the non-scored status of Yr 12 students</i>

When adding notes staff need to be mindful of the 'Access' type (Those staff members that can view those notes).

- **General** - all staff have access to note
- **Pastoral Chain (Restricted)** – the specific student's homeroom teacher, House Coordinator and above
- **Welfare eyes only** – Only Pastoral Executive and Counselling services, is only an option for those notes placed in the 'welfare' category

This is different than 'Social Behaviour' which is where behaviour incidents are recorded.

Behaviour Medical Connect Co-Curricular Maintenance ▾

Add New Student Note

Category: Access Type: Value is required

Adjustments
Careers
Curriculum
General
Homework Tracker
LC - Consultation (Student,Parent/Career/Guardian)
Learning Enhancement
Parent Communication
Past, Associate communication

Use expiry date Expiry Date

Characters : 0

Posted Images in note details may not be included in the student notes export.

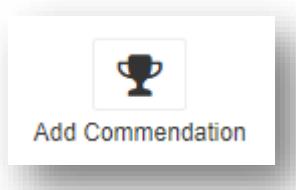
Important Note (Display in attendance rollmark)
 NCCD Related
 Anniversary Note

DOCUMENTS

North Star Commendations

The North Star Commendation system in SIMON is a way to recognise the participation and encouragement of students in all areas of College life. Students are awarded points for their participation in the 5 categories of

- Academic Extension
- Christian Leadership
- School Community Building
- School Representation
- Sporting Achievement



It is through this system that students navigate towards our North Star. When students are more connected and engaged in their school environment learning and wellbeing outcomes improve, when learning and wellbeing outcomes improve individuals have a more positive attitude to school. A more positive attitude in school leads to a greater sense of belonging, a more positive school climate, more respectful relationships, and ultimately better life outcomes.

We use the student commendations as a way of rewarding and recognising the achievement of all our students. Each time a student volunteers their time and energy in any of these activities we recognise this through awarding a student commendation and a North Star Point. Any student involved in these activities will also have this printed on the semester report of a record of their achievement.

Staff can enter commendations for students in the above categories on SIMON, using the same process as adding 'Social Behaviour Incidents'. When doing so please keep the commendation title to short descriptor of the event as this will appear on the students semester reports. The Social Indicator Value for all commendations is "1".

Staff wishing to nominate bulk groups of students for a North Star Commendation are to email Vice Principal – Students swright@padua.vic.edu.au with the student names and ID's and description of the activity/achievement the students has been involved in.

Counselling Services

The Role of a Student Counsellor:

The Student Counsellor is an Education Support Employee whose role is to provide students and families at the College with appropriate support to cope with issues that impact their wellbeing. The Student Counsellor is responsible to the Principal through the Vice Principal - Students, Heads of Campus and the Counselling Services Team Leader.

Depending on the level of support provided, and social and emotional needs, most students engaging in our Counselling Services would be under the management and care of the relevant House Coordinator. Therefore, the role the counselling services team play is to assist students to develop appropriate skills and attitudes to manage the sometimes-complex challenges of education in these times. The Student Counsellor will liaise with the House Co-ordinators and relevant College personnel regarding the most effective ways of dealing with students and their educational, emotional and social well-being.

Referral to Counselling Services Team (CST)

Referrals to Counselling Services will generally be made through the House Coordinators, SWAGs or Heads of Campus. Referral emails are to be sent to counsellingreferrals@padua.vic.edu.au. The referral should contain information on why the request is being sort including what measures the relevant referring staff member has already initiated. The email should also state whether the parents and/or student is aware of the referral to counselling.

Student Referrals

Students are able to voluntarily seek support from the counselling service. They can do so by making contact with their homeroom teacher, House Coordinator, or using a 'Request to see the Counsellor' Form. Following contact with Counselling services the House Coordinator will be notified regarding a self-referral, and where appropriate, parents contacted.

Parent Referrals

Parents can directly refer their child to the College counselling services. Parents are encouraged to contact the House Coordinator to make a referral. The House Coordinator will then make a referral to the service on behalf of the parent.

Students at Risk (STAR)

A Guide to Definitions and Processes to operate at all campuses of Padua College.

Definition of Students at Risk

Level 3 – High Risk

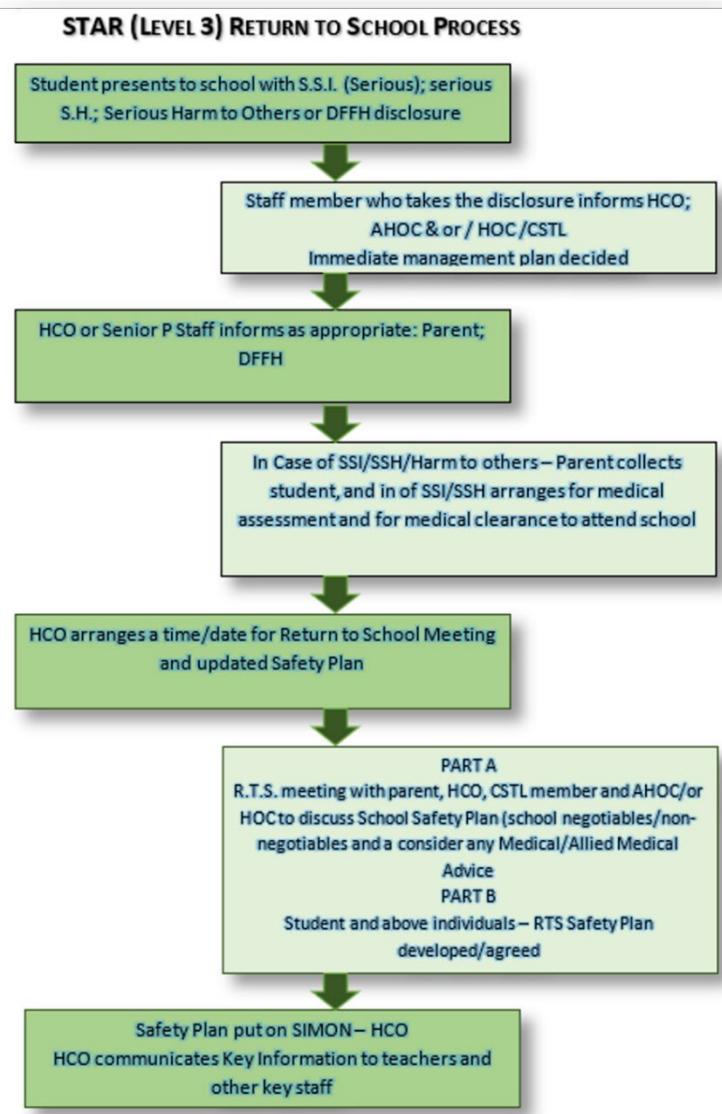
To be externally managed by medical/ clinical health practitioner and internally by HOC/SWAG. Reviewed by Senior STAR management group every 2 weeks.

- Serious and or persistent **suicidal ideation** and/ or a current suicide plan.
- Extensive and/ or persistent non- clinically managed **self- harm** at school or outside school, including cutting, burning, risky levels of drug and /or alcohol use; risk taking levels of sexual activity/ sexting; any other forms of medically acknowledged self - harm.
- Student poses **serious harm to others** in the school community.
- Student is subject to **serious harm from adult**; DHHS/ Protect case.
- Student has recently been admitted or has presented to **hospital or other emergency service** with one of the above presentations.

Level 2 – Moderate Risk

To be internally managed by SWAG/HC and a school counsellor. Reviewed at SMG every 2 weeks.

- Moderate, non - persistent levels of the first 3 points above.



- Diagnosed with mental Health conditions such as Anxiety and Depression, and or including medication for such a condition.

Level 1 – Low Risk

To be internally managed through designated Pastoral Chain members and a School Counsellor, as needed. SMG Review as needed.

- Low levels of the above Level 2 factors and being managed by Pastoral Leaders or Counselling team members at Padua College.

STAR Search Process and Return to School Process

If a STAR LEVEL 3 student is missing from Class or a School activity, without permission:

1. Teacher emails student's Pastoral Chain members: Office staff; House Coordinator / SWAG and HOC and CSTL.
2. 2 -3 Pastoral chain members Search for student. Staff who are available to search are to respond by email to the group.
3. If student is located, student to be assessed by CST member / H. Coord and decision made as to whether student remains or goes home, with support.
4. If the Student is NOT found within 15 -20 minutes, then the Parent is to be phoned, to see if the parent can contact the student. Nb. If Student has a Safety Plan, the nominated 'support friends and staff' may need to be located to seek their assistance in locating the student.

5. Parent to be informed as to the incident by H. Coord or CST member and to be consulted as to a plan of action from there.
6. If the student is deemed at Serious risk of Suicide, Self-harm or Harm to others during this incident, *the parent/guardian is to be informed by either a Pastoral chain staff member or CST member, and parent or their nominee must attend and collect the student and a plan to ensure their safety is to be put into place at an arranged Return-to- School Meeting.*
7. The Deputy Principal HOC / SWAG or HC will be the person to call the parent and will outline this process, including that a medical certificate from a medical doctor or other designated health practitioner indicating the student is medically fit to return to school will be required at this meeting and will be kept on the student's file.
8. A Padua College **STAR Process letter** will also be provided to the Parent/Carers, explaining the process.

General STAR Protocol

All LEVEL 3 students identified as at **Serious Risk** of suicide / Self harm are to be flagged on the system and all of their teachers will be informed.

1. If any student presents to school with non-clinically managed **current, serious self- harm or serious suicidal ideation (clear plan)**, House Coord/ SWAG/ HOC/ or CSTL to be informed and one of these leaders is to contact parent (at the direction of the HOC/SWAG) and student is to go home, or is to be supervised until parent arrives, but not for more than an hour. If the parent cannot attend, senior staff will determine the best course of action.
2. If a parent or guardian cannot be contacted within an hour, then the HOC/ V.P. - Students is to make a decision as to the appropriate course of action to ensure the safety of the student or of those whose safety may be compromised.
3. Parent is to arrange for a medical or Clinical assessment. Student cannot return to school without medical clearance and / or a mental health care Plan.
4. Upon receipt of above, the parent must book an appointment with the House coordinator, who can include **any or all** of the following staff: CST member; SWAG; HOC to the **Return To School Safety Plan** meeting.
5. At this meeting, we develop a **My Return to School Safety Plan** (*see Template*) and we follow up with any external professionals involved for management advice.
6. Student and parent to sign off on the agreed process and management plan for their student.
7. **Management plan** to be sent to HC; CSTL and Team and other designated staff.

NB: The individual needs of each STAR student are to be considered and **in consultation** with Senior Pastoral leaders, the CST leader and school counsellors, Safety Plans and Return to School STAR process arrangements may be modified upon review of the student's current situation.

Counsellors communication with the House Coordinators

If at the conclusion of a counselling session considering privacy regulations and having regard to conditional confidentiality, the counsellor deems it necessary to share pastoral recommendations or suggest reasonable adjustments for students with disabilities (known or imputed) then these need to be communicated to relevant House Coordinator via email.

The House Coordinator will then place this information in the 'Student Notes' section using the 'Pastoral Category of SIMON. Access will be either "Pastoral Chain (Restricted)" or "General" pending on the nature of the recommendation.

Wellbeing Flags in SIMON Notes

If there is important information that all staff need to be aware of (i.e. – Yellow Pass/Time Out Card) then this information needs to be placed for all staff to access.

File name: (Student Name) – Wellbeing Flag

Category: Pastoral

Access: General

Title: Brief description *i.e. – Yellow Card to access Senior office or Counselling Services*

Details: Repeat above statement

Ensure 'Display in attendance rollmark' box is ticked for this Important Note

Student Safety Plans

A Student Safety Plan is designed to provide school teams with a planned response to support the management of a student's escalation cycle, and is created by staff who know the student well and can accurately describe the student's escalation cycle.

The Student Safety Plan will then be uploaded to the 'Pastoral Section' of Student Notes within SIMON. Access to this note will be determined on a case-by-case basis and shared within the Pastoral Chain using the following naming convention.

File name: (Student Name) - Student-School Safety Plan - (Date)

Category: Pastoral

Access: General

Title: (Student Name) - Student-School Safety Plan - (Date)

Details: (Student Name) - Student-School Safety Plan - (Date)

Please note the details need to be entered first, then saved and then the note must be re-opened before the document can be uploaded.

Also ensure 'Display in attendance rollmark' box is ticked for this Important Note

It will be implemented whenever required for a student who has demonstrated that their behaviour escalates to the point at which learning, and teaching are severely interrupted and/or the safety of others is compromised. This behaviour will usually be presented as overt non-compliance, threatening conduct and/or verbal or physical aggression.

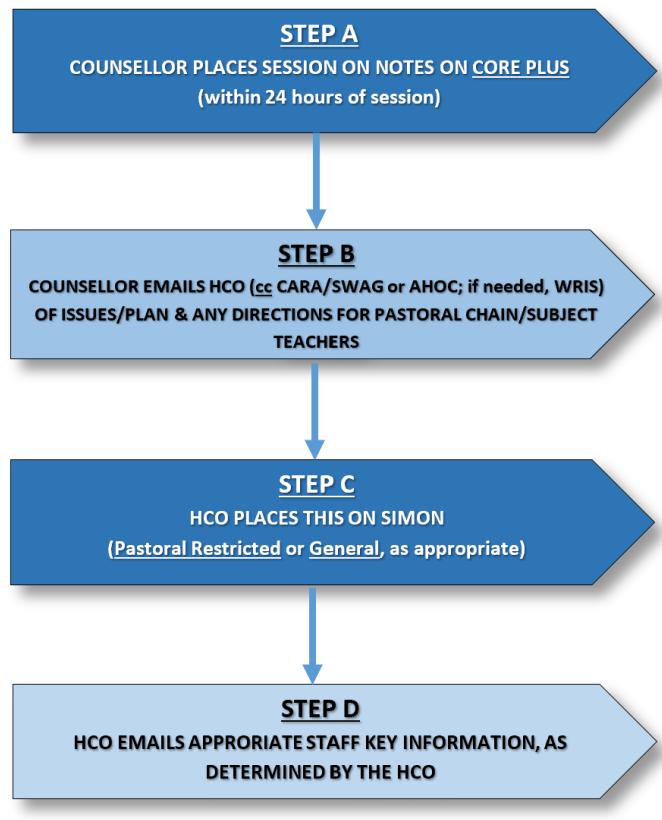
The plan may involve identifying the function of the behaviour and any observed triggers. All resulting interventions, strategies and procedures are identified to meet individual student's needs. A Student Safety Plan is aimed at prevention, and followed consistently by all those involved with the student. It is vital that staff involved are committed to remaining calm and supporting the student.

In developing an effective Student Safety Plan to ensure the safety of all concerned, the following matters need to be identified:

- atypical behaviours and planned responses
- triggers and planned responses
- how to intervene early in the escalation
- environmental factors that can be manipulated
- replacement behaviour/s that need to be taught.

In addition to recommending strategies for use with the student, it is also useful to identify any strategies that should be avoided, e.g. those that have previously been tried but did not assist or further escalated the situation.

NOTES PROCESS



 PADUA COLLEGE STAFF MEMBER NAME: - STUDENT DETAILS NAME: _____ D.O.B: _____ HOUSE: _____ Date of Plan: _____	PADUA College STUDENT SAFETY PLAN
GOALS OF SAFETY PLAN (Students words) * * 	
TRIGGERS (situations or thoughts) that can lead to strong feelings and emotions that are difficult for me to manage at school:  • _____ • _____ • _____	
WARNING SIGNS (thoughts/images, moods, physical feelings or behaviour) that I may not be able to keep myself safe at school:  • _____ • _____ • _____	
COPING STRATEGIES If I am feeling safe, things I can do to cope with difficult thoughts and emotions: Positive distractions (e.g., drawing, music, current project, reading)  • _____ • _____ • _____	
Helpful skills and strategies I have learned (e.g., breathing, grounding, self-talk)  • _____ • _____	
People I can spend time with or chat to (who provide positive distraction)  • _____ • _____	

Student School Safety Plan - June 2022

Places I can go (e.g., quiet place during lunchtimes, social hub, access time out space)  • _____												
Support people - for immediate support at school I need to contact a support person at school immediately if: <ul style="list-style-type: none"> - I am not feeling safe - I notice my warning signs - I am experiencing strong or persistent thoughts about suicide or self-harm - Other: _____ Helpful things that others can do to support me when I am feeling distressed/unsafe: • _____												
My support people at school are: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Name</th> <th>Role</th> <th>How to contact / find</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Name	Role	How to contact / find									
Name	Role	How to contact / find										
Emergency Support when I am not at school Call 000 if life is in danger If having thoughts about suicide, contact a free and confidential crisis support service: Lifeline Australia 13 11 14 (24/7) Text – 0477 13 11 14 (6pm – midnight) SuicideLine Victoria 1300 651 251 (24/7) Kids Helpline 1800 551 800 (24/7) For urgent mental health assessment over the phone, contact: Peninsula Youth Mental Health Triage 1300 792 977 (if over 16 years) Southern Health Mental Health Triage 1300 369 012 (if under 16 years)  												
External Professionals and Supports <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Name</th> <th>Role/Organisation</th> <th>Contact Details</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Name	Role/Organisation	Contact Details									
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Student Name _____ Student Signature _____ Date _____ Parent/Guardian Name _____ Parent/Guardian Signature _____ Date _____ HCO / SWAG Name _____ HCO/SWAG Signature _____ Date _____ CST Member Name _____ CST Member Signature _____ Date _____ 												
Student School Safety Plan - June 2022												

Time-Out/Chill-Out/Yellow Card/OK Card

In conjunction with the relevant House Coordinator or member of the Pastoral Chain it may be decided to issue a student a card allowing them to temporarily exit the classroom for emotional reasons and to present themselves at a previously negotiated space. This may include counselling services, learning hub or sick bay.

This pass will be part of a school safety plan for the student, and this will be placed on SIMON in Student Notes as a Wellbeing Flag and identified as an 'Important Notes' so that all teaching staff including CSTs will notice when completing the attendance roll.

Behaviour Management Procedures

Behaviour Management should allow for sufficient flexibility and tolerance to accommodate individual differences and varying circumstances while also recognising that Mediation (Restorative Practices), Negotiation, Restitution and Consequences are integral to Pastoral Care.

Good relationships are built out of structures and high expectations and consistency is the foundation of all good habits. Ultimately teachers “Run the Room” and students should behave in a way that allows the teachers to teach and the students to learn. Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

The Student Behaviour Management Process is necessary to ensure the safety and welfare of all our students, teachers, and staff and to provide a conducive learning environment. This process provides the school community with levels of involvement; possible outcomes; record keeping and links that are clear, visually clear and explains its purpose.

Extract from the Foreword of the CECV Positive Behaviour Guidelines provided by Bishop Terry Curtin, Chair, Catholic Education Commission of Victoria Ltd:

Foundational to Catholic schools and our work with students, families and communities is the building of genuine, authentic relationships. The development and promotion of high-quality relationships are responsibilities shared by all members of the school community. Teachers, students, families, parishes and the wider community contribute to fostering life-affirming relationships that recognise and support the inherent dignity of each person.

Hyperlink: https://www.cecvcatholic.edu.au/getmedia/bc1d235d-9a98-4bb4-b3ac-84b50fa7c639/CECV-Positive-Behaviour-Guidelines_FINAL2.aspx?ext=.pdf

Guiding Principles for positive behaviour

There are a number of guiding principles that support whole-school positive behaviour in a Catholic context:

- The life and teachings of Jesus provide inspiration, guidance and strength in all relationships and interactions. Jesus provides the ultimate expression of love, justice, compassion and reconciliation. It is in authentic relationships with one another that we truly come to know the love of Jesus.
- A positive school environment is guided by gospel values and honours the dignity of the individual, the family and the school.
- The development and promotion of high-quality relationships are responsibilities shared by all members of the school community. Teachers, students, families, parish members and the wider community contribute to fostering life-affirming relationships that recognise and support the inherent dignity of each person.
- Whole-school approaches are those involving ethos, relationships, understanding, communication, management, physical environment, learning strategies, curriculum, support procedures and responses, relationships with parents and the surrounding community.

Padua College Student Behaviour Policy

Padua College strives to build a safe and positive school environment that is guided by Gospel values and honours the dignity of the individual, the family, and the College.

Teachers, students, families, parish members 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. All members of the College community are expected to contribute to the mission and vision of the College and to understand their rights and acknowledge their obligation to behave responsibly.

The Padua College Student 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 in order to support students' behavioural, educational and emotional engagement.

This Policy provides an overview of how Padua College will:

- promote positive behaviour in the College community
- seek to prevent behavioural issues
- respond to challenging student behaviour occurring at school, at a College activity away from the College grounds or while travelling to or from school or a College activity.

The policy can be accessed by the link below:

<https://paduacollege.policyconnect.com.au/module/841/page/d599444a-7a5b-42f6-9e32-bfb335cb6865.md>

Definitions of behaviour

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.

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. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity, and common sense. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with our school rules, codes of conduct and behavioural expectations.

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.

Discriminatory conduct is conduct 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.

Bullying behaviour is a broad concept which may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual.

Challenging behaviour is behaviour that significantly challenges the day to day functioning of the College. The behaviour impacts on learning and interrupts students' and staff capacity to feel safe or function in a safe and orderly environment.

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.

Criminal offences refers to forms of unacceptable behaviour that may be serious enough to constitute a criminal offence. If Padua College becomes aware that an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.

Shared Behaviour Expectations

The College recognises the importance of providing clear guidance and expectations which are applicable to 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. It is expected that all College community members focus on positive and pro-social behaviours, prevention and early intervention and consistent, fair and reasonable application.

Students are expected to:

1. Take responsibility for their learning and have high expectations in themselves that they can learn
2. Model the College's core values of respect, endeavour, communication, trust and teamwork
3. Take responsibility for their own behaviour and the impact of their behaviour on others
4. Comply with this Policy and work with teachers and parents in developing strategies to improve outcomes to:
 - a. obey all reasonable requests of staff
 - b. respect the rights of others to be safe and learn
 - c. respect the property of others.

Parents/Guardians/Carers are expected to:

1. Have high expectations of their child's behaviour, understand and support the implementation of the College's behavioural expectations
2. Openly communicate with the College in regard to their child's circumstances
3. Cooperate with the College by assisting in the development and enforcement of strategies to address individual needs
4. Provide complete, accurate and up to date information when completing an enrolment form and supply the College, prior to and during the course of enrolment, with any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders or parenting agreements
5. Comply with the College's behaviour aims and the College's Code of Conduct and to support the College in upholding prescribed standards of dress, appearance and behaviour, in accordance with the terms of your child's enrolment at the College.
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 and school, may result in suspension or termination of the child's enrolment.

Principals/Teachers and Staff will:

1. Promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
2. Deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child focusing on pro-social behaviours
3. Employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues
4. Consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances
5. Plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students
6. Recognise that for some students 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

Proactive Strategies for Behaviour Management

Having clear, consistent, structured, and predictable environments within our schools is vital for creating positive learning spaces. The student focus plan sets out this predictable environment for all classes in Yr 7-9 across the campuses. Ensuring consistency and adherence to this plan will provide great clarity and certainty for the students.

STUDENT FOCUS PLAN YR 7-9

- Line up outside class, on time, with the required materials
- Enter the space respectfully when invited by your teacher
- Stand behind a desk approved by your teacher
- Politely greet each other
- Sit and prepare to begin class
- Complete the set tasks
- Use your diary to record homework and assessments
- Tidy your area and materials
- Leave the space respectfully



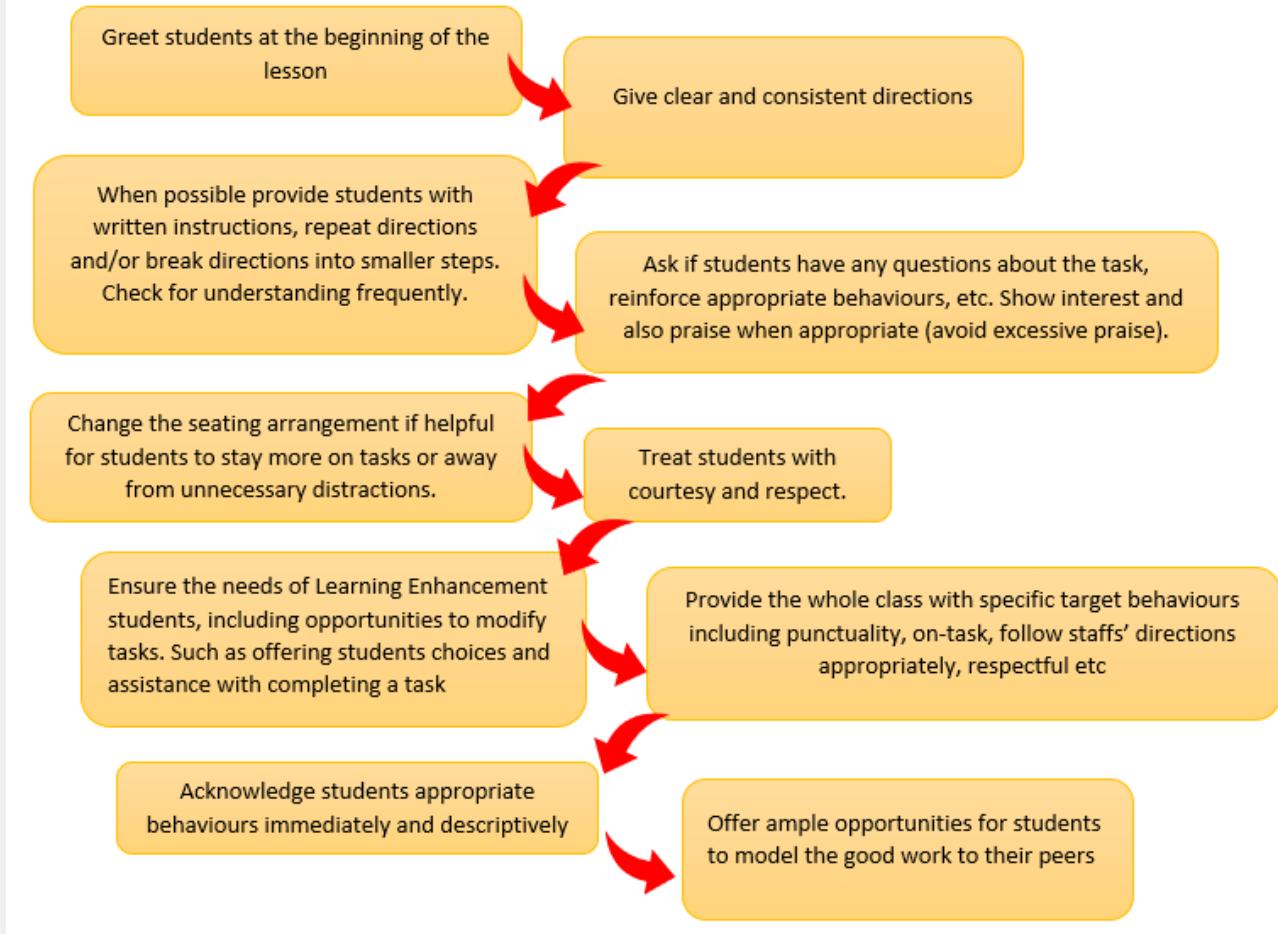
DO YOUR BEST
Engage and attempt
subject material to the
best of your ability

HELP OTHERS ACHIEVE
Assist your peers
Contribute positively to the
class

**RESPECT ENVIRONMENT
& COMMUNITY**
Care for the space and
equipment at our college



Ensuring target behaviour - 10 Steps



Behaviour Management Procedures

The Behaviour Management Procedure is a redemptive set of processes, which seeks to facilitate the development of responsible self-discipline among students. Disciplinary practices are designed to protect the rights of students, parents and teachers, enabling students to achieve to their best in a safe and happy school environment.

These procedures allow for sufficient flexibility and tolerance to accommodate individual differences and varying circumstances. Mediation, negotiation, and restitution and consequence are integral to Pastoral Care, thereby promoting reconciliation with those who are affected by unacceptable behaviour.

It is acknowledged that such a process is time consuming, but it is important that we recognise the value to our students to learn life-long skills and understand the importance of resilience.

Restorative Practices

Restorative Justice Practices is a whole school commitment to quality relationships. It establishes a philosophy and a set of practices that reflect a commitment to inclusiveness and collaborative problem solving and provides strategies to manage students with challenging behaviours while maintaining the respect and dignity of all parties.

Central to the principles of Restorative Justice is the need to engage in meaningful conversations where targeted questions are used to rebuild and repair relationships.

Such questions may include;

RESTORATIVE PRACTICES TO RESPOND TO CHALLENGING BEHAVIOUR



- WHAT HAPPENED?
- WHAT WERE YOU THINKING AT THE TIME?
- WHAT HAVE YOU THOUGHT ABOUT SINCE?
- WHO HAS BEEN AFFECTED? IN WHAT WAY?
- WHAT DO YOU THINK YOU NEED TO DO TO MAKE THINGS RIGHT?

RESTORATIVE PRACTICES TO HELP THOSE HARMED BY OTHERS ACTIONS

- WHAT DID YOU THINK WHEN YOU REALISED WHAT HAD HAPPENED?
- WHAT IMPACT HAS THIS INCIDENT HAD ON YOU AND OTHERS?
- WHAT HAS BEEN THE HARDEST THING FOR YOU?
- WHO HAS BEEN AFFECTED? IN WHAT WAY?
- WHAT DO YOU THINK YOU NEED TO DO TO MAKE THINGS RIGHT?

*"LORD, MAKE ME AN INSTRUMENT OF YOUR PEACE.
WHERE THERE IS HATRED, LET ME SOW LOVE;"*

Whilst Restorative Justice Practices will be the commencement point for dealing with misdemeanours, it is not always a replacement for a disciplinary response. Disciplinary responses should be graduated and in proportion to the seriousness of the matter. Matters can be viewed as serious in their own right and may become more serious due to their repeated nature.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students.
- have decisions determined by a reasonable and unbiased person.
- know the allegations that have been made, and to respond to them.
- be heard before a decision is made; and
- to have a decision reviewed (but not so as to delay an immediate punishment).

Padua College is committed to ensuring procedural fairness when disciplining a student.

Sanctions and Processes

The sanctions and processes to be followed in the event of breaches of rules need to:

- Encompass a range of alternatives that are related to the misdemeanour
- Convey a sense of forgiveness
- Be constructive and purposeful
- Be rationally imposed with dignity
- Contribute to the concept of justice within the school
- Be aligned with the Restorative Justice Practices.

Behaviours are categorised according to the level (1-5) of disrespect for self and or others.

Levels	Response to Levels
0	Optional SIMON information gathering for House Coordinators
1	Class teacher deals with these behaviours. Scope of action could involve reprimands, warnings, time outs or home contact before considering other behaviour management measures.
2	Teacher/Homeroom Teacher deals with these behaviours. House Coordinator (informed). Scope of action may involve reprimands, warnings, conferencing, time-outs; Conduct Card.
3	Teacher/Homeroom Teacher/House Coordinator/ SWAG deals with this increase in behaviours. The matters here are quite serious and may require time outs and cooling off periods. Conferencing and behaviour management plans may be needed and careful monitoring of performance to be maintained. Close consultation with parents may be required.
4	House Coordinator/SWAG/Head of Campus and Vice Principal - Students deal with these serious behaviours. Time outs, cooling off periods and/or suspension; conferencing and behaviour management plans may be needed as will careful monitoring of performance. Close consultation with parents and possibly with appropriate community agencies.
5	At this level Head of Campus/Vice Principal - Students and the Principal are involved. These are matters of the most serious nature (extreme and/or repeated Category 4 behaviours). Further consultation with MACS may be required.

SIMON Guides

Guides on how to use the many functions in SIMON including Behavioural management and Student Notes have been created and placed in the Padua Knowledge banks (PKB).

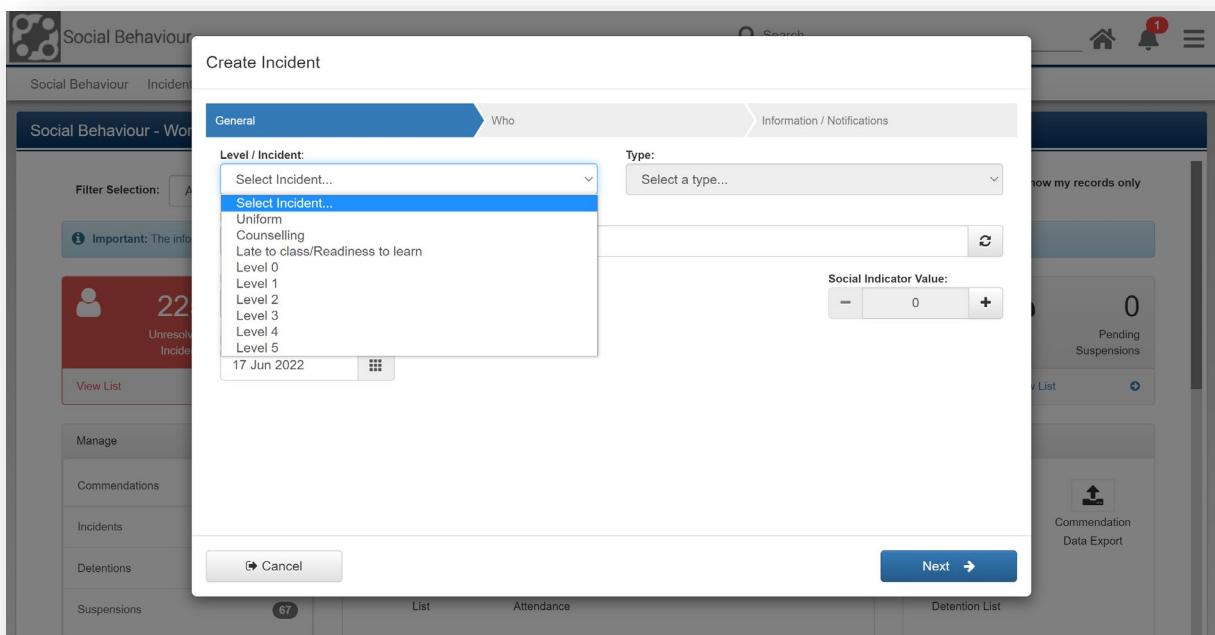
They can be accessed here:

<https://sites.google.com/a/padua.vic.edu.au/how-to-guides---teaching-tech-support/how-to-guides-approved-systems/sim-guides?authuser=0>

Possible responses to behaviours:

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
Behaviour		Disrupting learning Not handing in work Not on task Small misdemeanours Uniform infringements	Consistent repetition of L1 behaviour Deliberate non compliance Careless damage Hands off non compliance	Consistent repetition of L2 behaviour Wilful damage Harm to other students Anti-social behaviour Truancy	Consistent repetition of L3 behaviour Deliberate behaviours designed to cause personal injury or damage to self or others	Consistent repetition of L4 behaviour
Possible Involvement Consultation	Optional info	Teacher/HRT can be informed HC informed	Teacher HRT HC informed	Teacher HRT HC SWAG	HC/SWAG/ HOC VP-Students Principal	HC/SWAG/CST/HO C VP-Students Principal
Possible Responses		Restorative Conference Teacher/Student meet Seating plan Inform HRT Email/ phone parent Lunchtime detention	Restorative Conference Teacher/Student meet Seating plan Email/ phone parent Detention: lunchtime/after school Conduct Card Referral to CST Community Service/payment Removal of certain privileges	Restorative Con Meet with teacher/HC Conduct Card Suspension – inter/ext Referral to CST Community Yard restrictions BMP Community Service/payment Removal of College representation	Restorative Con Meet with student/parent Suspension – Internal or External Referral to CST Behaviour Management Plan Community Service/payment	Restorative Con Meet with student/parent Referral to CST Community Police/Agency involvement External Suspension Negotiated School Transfer
SIMON Tracking	Optional	Required	Required	Required	Required	Required

Behaviour Levels in SIMON



Level	Types of behaviour	Suggested responses in SIMON
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Uniform	Description of all uniform types	Suggested Responses: [Issuing Staff Member] Lunchtime uniform detention to be issued
0	HC Optional information Mobile phone	Suggested Responses: [Issuing Staff Member] Mobile phone confiscation
1	Breach 'hands-off' policy Class behaviour - Consistently unprepared; Constant off-task behaviour; Disrupting others consistently; Not complying with teacher Class work - Incomplete classwork; Not working in class consistently; Significant amounts not submitted Injury - Incident Report Property - Damaging others' property; Damaging school property; Graffiti; Littering School rules - Late infringements; Offensive behaviour, language Substance Abuse - Smoking Technology - Misusing Computers; Using device w/out permission Using mobile phone w/out permission Other.....	Suggested Responses: [Class Teacher] A. Teacher/ Student meeting – Restorative B. Seating Plan C. Phone/ Email Parent D. Lunchtime Detention
2	Breach of 'hands-off' policy - fighting Breach of behaviour contract Bullying – Individual; Part of a group Class behaviour - Consistently unprepared; Constant off-task; Disrupting others consistently; Not complying with teacher Class work - Major piece of work not submitted; Not working in class consistently; Significant amounts not submitted Harassment – Physical; Verbal Property - Damaging others'/school property; Graffiti; Theft School rules - Offensive behaviour; Offensive language Significant non-attendance at class or school Substance Abuse - Smoking/Vaping Technology - Misusing Computers/iPad Other.....	Suggested Responses: [Class Teacher] A. Meet with student/subject teacher HC/HRT B. Detention - After School C. Referral to CST D. Community Service/payment E. Removal of certain privileges
3	Breach of 'hands-off' policy - fighting Breach of behaviour contract Bullying – Individual; Part of a group Class behaviour - Consistently unprepared; Constant non-compliance; Constant off-task behaviour; Disrupting others constantly Class work - Significant non-attention Harassment – Physical; Verbal Property - Damaging others' property; Damaging school property; Major Graffiti; Major Theft School rules – Consistent offensive behaviour Substance Abuse – Drugs or alcohol Technology – Significant misuse of computers/iPad Other.....	Suggested Responses: [Class Teacher, HC, SWAG, HRT] A. Meet with student/class teacher/HC, SWAG B. Suspension - Internal or External C. Referral to CST D. Community Service/payment E. Yard Restrictions F. Behaviour Management Plan G. Removal of College Representation
4	Possession of illicit substances/materials Sustained failure to comply with directions Theft or destruction of property Threats of actual physical violence. Vandalism	Suggested Responses: [HC, HoC, VP) A. Meet with student/parent/HC/Head of campus B. Suspension - Internal or External C. Referral to WBT D. Community/ Police/ Agency Involvement E. Behaviour Management Plan F. Community Service/payment
5	A breach of "Contract of Conduct" Dealing in illicit substances Major theft or wilful destruction of Property Sustained failure with College Policies/Rules	Suggested Responses: [P, VP, HoC] A. Meet with parent/P/VP/HoC B. Community/ Police/ Agency Involvement C. Referral to CST D. Suspension - External E. Transfer/Exclusion

Student Wrongful behaviour of a serious nature

Melbourne Archdiocese Catholic Schools (MACS) understands student wrongful behaviour of a serious nature to be activity or behaviour 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 staff member or any student; 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 school that a student has engaged in wrongful behaviour of a serious nature within the school community, it is recommended that a Behaviour Management Support Group (BMSG) be set up 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.

Other Consequences

- Restitution – damage to property, whether deliberate or careless, will involve restitution or payment of the cost of repair by the student responsible
- Apologies – personal hurt will almost always necessitate an appropriate form of apology to the party(ies) hurt, possibly mediated
- Mediation - resolution of inter-personal conflict may involve a requirement for the parties to attend school-based mediation. Mediation can be as an alternative to disciplinary procedures or as an adjunct
- Counselling - A student might be recommended to a confidential counselling process. In some cases this arrangement may be formalised as a contractual condition. Counselling may be with school-based personnel. In cases requiring more specialist skills or more intensive work, the counselling may be with outside agencies
- Withdrawing privileges – Padua College can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. Padua College notes that the specific privileges withdrawn may vary between students based on the individual student's support plan, however they may include things such as representing the school at inter-school sports or attendance at a school event. This must be time-limited and the risk to the student's engagement should be taken into account. The student must be told why privileges are withdrawn, and how they should behave for privileges to be reinstated.

- 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. In more serious cases the student may be required to leave the classroom for a specified period of time. Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers will be informed of such withdrawals. Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.
- Detention – Detention is an appropriate response for a wide range of less serious classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards. During detention teachers may instruct a student to finish school work which has not been completed in regular classroom time as a result of the behaviour, new work or other duties. No more than half the time allocated for any recess may be used for this. Where students are required to undertake detention after school hours, the time should not exceed forty-five minutes. Where the decision is made that an after-school detention is appropriate, the Principal or delegate should ensure that parents or carers are informed at least one day before the detention. Where family circumstances are such that an after-school detention would create undue hardship, Padua College may choose to negotiate alternative disciplinary measures with the parent or carer. Only House Coordinators (and above) may issue detentions.
- Suspension - occurs when a student's attendance at school has been temporarily withdrawn, on the authority of the Principal or their delegate, for a set period of time. Suspension allows the parties involved to reflect on and enter into 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 school and learning.

When a student is suspended (internally or externally) parents must be notified in writing, this can be completed using the Letter Categories in SIMON > Communication

- Negotiated transfer - 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 first school 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 persons. Expulsion occurs when, following consultation with the relevant MACS Regional General Manager, a student's attendance at their current school is permanently withdrawn by the Principal. The enrolment agreement explicitly records at the time of acceptance of the enrolment of a student that unacceptable behaviour by a child may result in suspension or termination of the child's enrolment. The Principal, wherever possible, will work with the student and their family/parents/guardians/carers/relevant persons to arrange enrolment with another school in accordance with these MACS Guidelines.

Guiding principles for instigating suspension, negotiated transfer or expulsion procedures in schools include

- Fairness
- Supporting vulnerable students
- Transparency and voice
- Ongoing learning
- Diversity and equity

Removal from class

Removal from class of a student must not be used as a routine behaviour management procedure. Students timetabled to a teacher's class remain the legal responsibility of that teacher. That responsibility cannot be delegated to other members of staff (teaching or non-teaching).

Students misbehaving by arriving late, not settling to work, not having equipment, etc. should be managed using the various behaviour management procedures outlined earlier including the scheduling of a 'Restorative Conversation'. Repeated misbehaviour that does not improve after use of a range of behaviour management procedures should be discussed with the student's Homeroom Teacher and House Coordinator.

SERIOUS CLASSROOM MISBEHAVIOUR SENT FROM CLASS FORM						
Student:	Year: _____ HR: _____					
Teacher:	Date: ____ / ____ / ____					
Subject:						
Padua College Vision for the Classroom						
Our classroom will be a place where we...						
<ul style="list-style-type: none">• Have a positive attitude• Respect others and their right to learn• Listen attentively to others• Welcome challenges and have a go at each task• Actively engage in learning• Contribute positively to class activities• Are responsible for our own work• Work in a safe manner						
Details of serious misbehaviour:						
<table border="1"><tr><td>Refusing to work after repeated warnings</td></tr><tr><td>Constantly distracting others from their work</td></tr><tr><td>Consistently failing to follow teacher's instructions</td></tr><tr><td>Damaging the school's or another's property</td></tr><tr><td>Threatening or harassing others</td></tr></table>	Refusing to work after repeated warnings	Constantly distracting others from their work	Consistently failing to follow teacher's instructions	Damaging the school's or another's property	Threatening or harassing others	Further comments: _____ _____ _____ _____
Refusing to work after repeated warnings						
Constantly distracting others from their work						
Consistently failing to follow teacher's instructions						
Damaging the school's or another's property						
Threatening or harassing others						
Follow Up:						
<input type="checkbox"/> Student is to wait at the office and I will come to see them						
<input type="checkbox"/> Student is to go to next class/recess/lunch – after this class I will follow up later						
Time Sent: _____	Signed: _____ (Subject teacher)					
Time Arrived: _____	Name: _____ Signed: _____					
Set Work:	_____ _____ _____					

In certain limited circumstances a student may need to be collected from the class by a senior member of staff. Collection of a student should be used where the behaviour falls into one of the following categories:

1. Immediate danger: the behaviour is of immediate danger to the student or to other people in the class

2. Abuse of the teacher

3. Behaviour that renders the whole class unmanageable. A student cannot be removed unless two prior warnings have been given during that class.

4. Refusal to follow teacher directive / belligerence. A student cannot be removed unless two prior warnings have been given during that class.

The teacher requesting the student to be removed from their class must complete a pro-forma report, Then at the next immediate break (i.e. Recess/spare period/ lunch/ immediately after school), contact the student's parent/s on the day of removal and place the information on SIMON.

PROTOCOL FOR SENDING STUDENTS FROM CLASS

Normal procedures for classroom management need to have been completed. Students have had appropriate non-verbal and verbal correction.

1. Students have been given clear choices and consequences...

- △ 'You can either get back on task or move to another part of the room'.
- △ 'You can stop talking and distracting others around you or stay back after class to discuss your behaviour with me'.

If students do not comply, apply the consequence.

2. If students have not complied with your direction even after the first consequence is applied the next choice and consequence is to have students stand outside the classroom (in your view) to think about their actions.

△ 'You are still ... speaking rudely, not on task, distracting others etc. If you still continue you will stand outside for 5 minutes to think about your behaviour'.

Student is sent from class for 5 minutes and is spoken to about expectations when they re-enter.

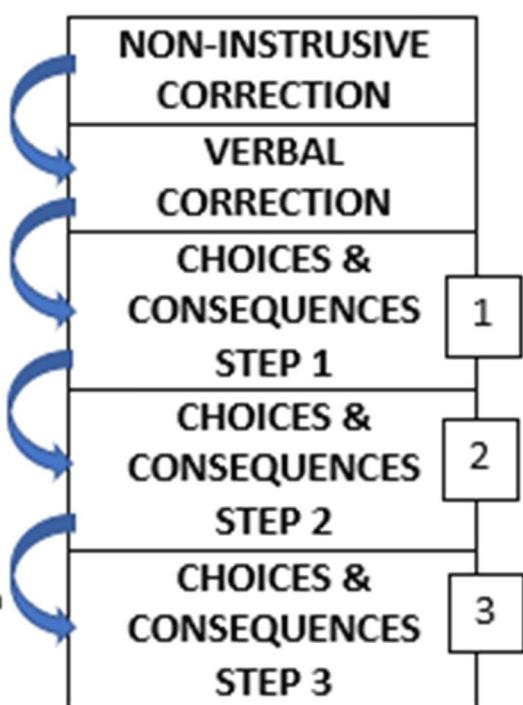
3. If students do not change their behaviour even at this stage (or exhibit highly offensive or dangerous behaviour for a first time) student is given final choice and consequence.

△ 'Please stop now or you will be sent to your House Coordinator for the rest of the period.'

If student does not stop:

- Ask student to stand outside the door.
- Give the class an activity to continue with for a short time.
- Fill in the attached form, explain it to the student, and give the student appropriate work to continue with.
- Be clear in what way you follow up with the student – straight after class or at another time.

➤ Have the student take the form with them to the appropriate office.



Behaviour Management Plans

A Behaviour Management Plan (BMP) is a working document designed to clearly outline the adjustments that will be implemented in order to maximise the student's engagement, thereby increasing learning outcomes.

Behaviour Support Plan – Reference Guide

N.B. The "CECV Positive Behaviour Guidelines" also includes information on developing, implementing and reviewing BSPs.

BACKGROUND:	Brief summary of key information that may be relevant to the behaviour of concern. This may include diagnosis of disability / disorder, health factors, learning challenges, student strengths and previous interventions.
TARGET BEHAVIOUR:	The priority behaviour of concern identified by the support team. (This may be a behaviour/skill that occurs either more frequently than desired or less frequently than desired.) Describe the form of the behaviour in observable and measurable terms, stating what the student says or does, e.g. student runs out of the classroom three or more times each day, student yells out "I don't want to!" and throws task materials onto the floor. N.B. Avoid subjective descriptions/terms.
TRIGGERS:	The immediate antecedent or setting events / contexts / routines that directly or indirectly increase the likelihood of the target behaviour occurring. Examples of triggers <u>include</u> : environmental stimuli e.g. noise level, changes to schedule, transitions, non-preferred tasks, interaction with / proximity to individuals (peer/s, teaching staff), direction given to / requests made of student, conflict at school.
FUNCTION:	What is the student trying to gain or avoid as a result of the target behaviour? Common functions of problem behaviour may lead to a student: <ul style="list-style-type: none">• <u>gaining</u> peer attention / interaction, adult attention / interaction, a desired activity / object / item, sensory input; or• <u>avoiding</u> a non-preferred/difficult/boring/easy task/activity, attention / interaction / proximity to peers / adults, non-preferred / uncomfortable sensory experience. A summary statement can read: 'When _____ happens (trigger / antecedent), the student _____ (says / does) and as a result (gains/avoids) _____.'
BEHAVIOUR GOAL:	What replacement behaviour is desired? What behaviour is socially acceptable and serves the same function (outcome) as the target (problem) behaviour, (therefore increasing the likelihood that the student will use the new skill)? Write a SMART goal (Specific, Measurable, Achievable, Relevant, Time-referenced), e.g. 'For X to calmly transition between activities using verbal and visual cues 80% of the time after 6 weeks.' The <u>targeted learning outcome</u> for the student is 'to calmly transition between activities'. The <u>condition</u> in which this targeted outcome will occur is 'using verbal and visual cues' and the <u>criterion</u> is '80% of the time after 6 weeks'.
PROACTIVE INTERVENTIONS:	These interventions are aimed at specifically assisting the student to demonstrate the alternative / replacement behaviour (goal). A 'prevent, teach and reinforce' approach to intervention is recommended: <ul style="list-style-type: none">• prevent interventions (adjustments) aim to modify/eliminate antecedents that trigger (or increase the likelihood of) the target behaviour occurring• teach interventions explicitly teach and prompt the replacement behaviour• reinforce interventions include consequences that will follow the student's demonstration of the replacement behaviour (these interventions should aim to meet the need and function of the student's target behaviour e.g. to gain adult attention, to gain access to preferred activity, to avoid peer attention).
IMPLEMENTED BY:	Specify staff who will be responsible. Provide the name and role of personnel implementing the interventions e.g. Class teacher, specialist teacher, Learning Support Officer, Principal.
EVALUATION:	Specify how the behaviour goal (replacement behaviour) and implementation of the plan will be monitored and over what timeframe. Consider what data will be collected and analysed.
ONGOING ADJUSTMENTS:	What adjustments will be implemented consistently, in order to best support the student (e.g. 'access to chill out room')? Consider key adjustments that are known to support the student.

BMPs should be developed through a collaborative problem-solving process involving all significant people in the student's life, including parents/carers, classroom teachers, special educators and support staff. Plans will only be effective if they are implemented on a consistent basis and with fidelity. In order to develop successful interventions, BMPs must be based on knowledge of the strengths and needs of the individual student.

An effective BMP is 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.

In designing a BMP, the following key elements need to be considered:

contribute to the gathering of relevant information and baseline data.

- The underlying causes/functions of the specific target behaviour are identified.
- Goals set are Specific, Measurable, Achievable, Relevant and Time-referenced – 'SMART' goals. The goal describes the desired replacement behaviour and planned interventions/adjustments.
- The plan is succinct and easy to interpret.
- The BMP is developed through the Behaviour Management Support Group (BMSG), with the responsibilities of each key person clearly denoted.
- A coordinator leads the team through the development, implementation and review of the BMP.

- The focus of the BMP is on proactive strategies, teaching replacement behaviour and positive reinforcement of positive behaviours.
- The BMP is consistently implemented and monitored by all staff who engage with the student and across all learning areas.

Behaviour Support Plan

STUDENT:

YEAR LEVEL:



START DATE:

COORDINATOR:

This plan is designed to support the student in developing skills required for positive social interaction, in order to become a more successful learner and to create a safe learning environment for all.

Refer to the "Behaviour Support Plan - Reference Guide" on the previous page for information on each element of the plan.

BACKGROUND:	<input type="text"/>
TARGET BEHAVIOUR:	<input type="text"/>
TRIGGERS:	<input type="text"/>
FUNCTION:	<input type="text"/>
BEHAVIOUR GOAL:	<input type="text"/>
PROACTIVE INTERVENTIONS:	PREVENT INTERVENTIONS <input type="text"/>
	TEACH INTERVENTIONS <input type="text"/>
	REINFORCE INTERVENTIONS <input type="text"/>
IMPLEMENTED BY:	<input type="text"/>
EVALUATION:	<input type="text"/>
ONGOING ADJUSTMENTS:	<input type="text"/>

REVIEW DATE OF PLAN	<input type="text"/>
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I have read this plan and commit to / support its implementation.

NAME (print)	ROLE	SIGNATURE
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
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recorded in writing, signed by the parties involved and dated.

- Regular follow-up monitoring ensures evidence of sustained achievement of positive change in the student's ability to self-manage and better engage in learning.

- A timeline for the proposed intervention(s) is established and a date set for review through a BMSG (review of behaviour data and interventions).
- The BMP is modified/faded as the student demonstrates significant positive change over a sustained period.
- Ongoing adjustments needed for maintained positive behaviour and/or for ongoing support are considered.
- The BMP is

Where a student has a BMP, the school should conduct a risk assessment (if the school deems there is a risk of harm to self or others) and determine whether they also need to develop a Student Safety Plan. A Student Safety Plan is recommended for a student who has demonstrated that their behaviour escalates to the point at which learning, and teaching are severely interrupted and/or the safety of others is compromised.

The use of restraint or seclusion does not form part of a BMP or a Student Safety Plan and should not be identified as an appropriate intervention. Restraint and seclusion are permitted only in limited emergency situations that satisfies the following three conditions:

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

Responding to Physical Altercations between Students

When responding to a physical altercation or fight between students, the focus should be on the safety of all concerned. There is no 'one size fits all' response, staff must use their professional judgment according to the circumstances.

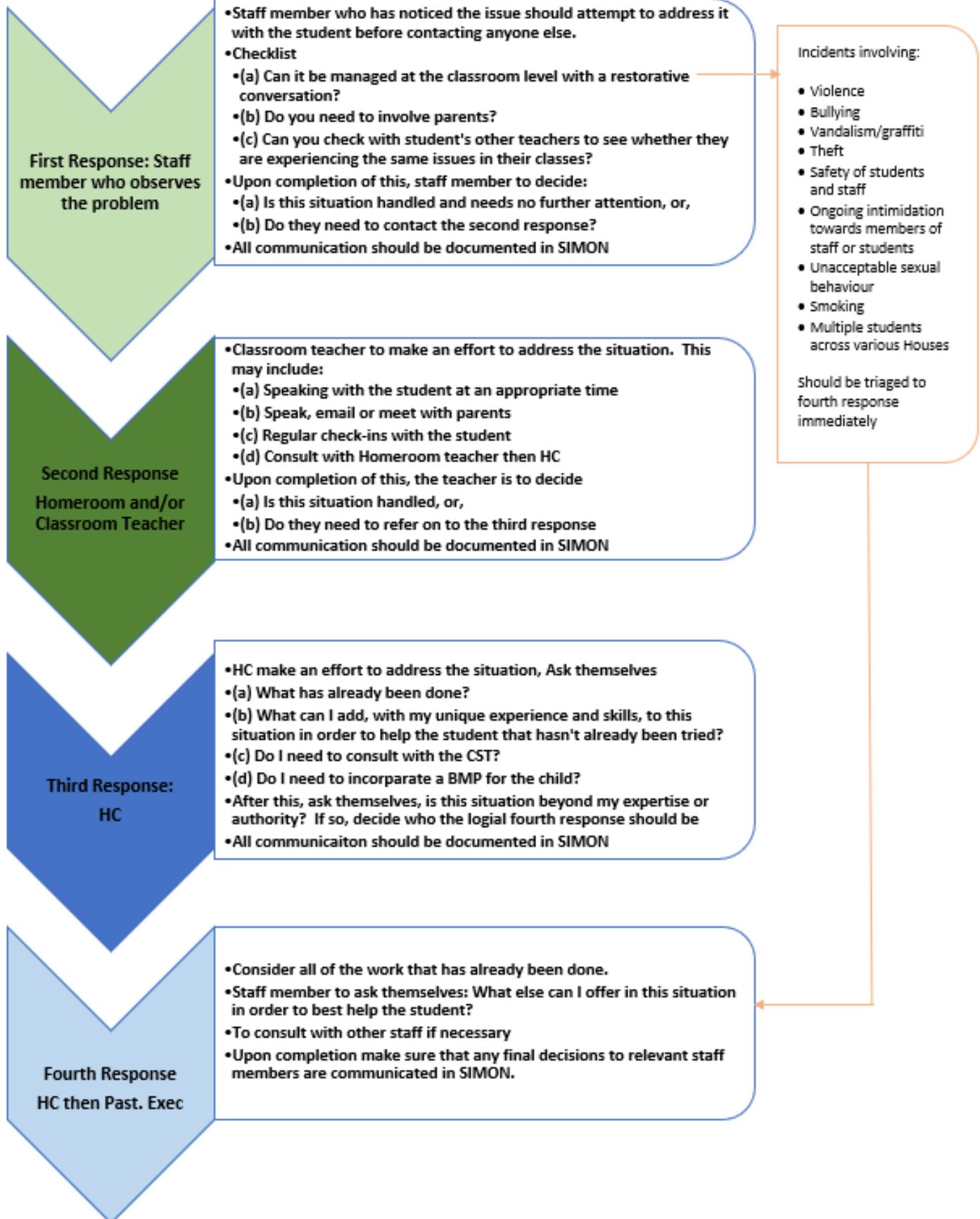
School staff should protect the safety of all students (including the student at risk of causing physical harm to self or others), themselves and other staff. Any intervention should be reasonable and proportionate to the situation, and have regard for the dignity of all. When responding to a physical altercation between students, staff need to be mindful of their duty of care. In the context of a physical fight, this requires teachers to take reasonable steps to prevent students from harm – in a fight situation, such harm is likely to be reasonably foreseeable. Staff also need to be mindful of their duty of care towards other students and their obligation to take reasonable care for their own safety and that of others in the workplace.

When it comes to responding to a physical altercation, staff must balance their duty of care to the students with their duty to take reasonable care for their own safety. The focus on safety does not only mean the safety of students, but also the safety of staff members.

The general processes that apply for managing these serious incidents are:

- seek assistance from other members of staff (Yard duty teacher radio comms)
- follow the documented process for alerting leadership
- move students who are in the vicinity away from any perceived risk
- remove objects from the vicinity that may be of concern where possible

Suggested Process for Behaviour Difficulties





Behaviour management is both simple and hard: surprisingly simple in its basic application, heartbreakingly slow in execution. Here are the 10 things that everyone who works with children should do, in order to have the best chance of getting the behaviour you both need:

1. Understand the school behaviour policy

Every good school should have a behaviour policy. It should also have a clear line management structure that allows staff to work together on behavioural concerns. If the school doesn't have either, then you should be very concerned. Know both the policy and the line management structure and make sure you use them as much as possible. Knowing the school policy will help you understand the support to which you're entitled. It will also help give you confidence to ask for the help you need.

1. Calmly explain what you need students to do, using non-aggressive, neutral language and tone

Before you attempt to 'manage' the behaviour of students, first, try asking. It may be all that is needed.

2. Repeat the instruction more firmly, but still calmly

This gives them take-up time to respond. It also lets them know you are prepared to insist on what you want them to do.

3. Repeat the instruction once more, reminding them that they are at risk of breaking a school rule, which will have consequences for them

By this point you need to show them that you're looking for behaviour that the whole school expects, and that they are at risk of receiving a sanction. Encourage them to do the right thing at this point. Let them know that you won't back down while at the same time showing them that you hope they can choose wisely.

4. Summon help/ record the incident/ escalate

If by this point the student still isn't following a reasonable instruction, it's time to enlist the school. If you have the authority to do so, set a sanction. A detention is usually a simple way to remind them of their responsibilities, plus a call home. If you don't have the authority to sanction, then you need to go to a line manager or other member of staff responsible for behaviour. Whatever else, do not ignore it, or the student will learn they can do as they please with you.

5. Take away the audience

Young people will act very differently alone than when with their friends. If you have anything serious to say – especially if it involves them losing face – take them aside.

6. Know their names

This is essential and good manners. If you don't know their names, then any kind of control becomes nearly impossible. If you need to, find someone who does know them. In the long run it's worth it.

7. Follow up

If at first you don't succeed, keep it up. You may work in a role that doesn't have sanction powers. Fine: ask for the assistance of someone who does. If students try to avoid your first sanction, then escalate, and involve other parties higher up the food chain. And follow up with them the next day, for example.

8. Don't walk alone

You can't do it all by yourself: you exist in a structure, a hierarchy of adults and authority that can all be wielded for your purposes. Line management, SLT, heads of year, department heads, mentors and teachers can all be brought to your disposal. Badly behaved students are almost without exception badly organised and work alone. If you work with others you have the strength of 10.

9. Don't freak out

It sounds obvious, but this is a common error. If you're not getting the behaviour you need, then it's very tempting to blow your nut and scream your head off. Never, never do this – it's so easy for the kids to put their feet up and think, 'Oh boy, this is like watching TV'. Besides, many children get treated worse at home. Additionally, it's a totally disproportionate response to most behaviours and it makes you look weak. As The Little Book of Calm says, be the king of your own calm kingdom.

Uniform expectations

The College uniform is a vehicle in which students can express pride in our Padua community. The school uniform identifies members of Padua College. It assists in creating an atmosphere of uniformity, pride, loyalty, and equity. Students should wear it proudly and well, always realising that they are ambassadors for our College.

Outside any staff on duty in the morning, homeroom should be the first check to ensure students are in the correct uniform and wearing it correctly. Those who do not should be issued with a uniform infringement (in SIMON in the uniform category, highlighting the specific issue). Students will then receive an immediate consequence of a lunchtime session.

Those students requiring uniform passes can obtain these from their relevant House Coordinators and should reflect a date for the issued to be resolved.



Extra copies of these slips can be collected from Village Admin, Senior admin, Sick Bay student reception.

Appendix

Appendix 1 - Student Wellbeing Brochure

Counselling Services

Student counselling at Padua College is available to assist students to develop appropriate skills and attitudes to manage the sometimes-complex challenges of education in these times. Counselling is provided within the whole school pastoral context, which involves staff and parents as required.

The Counselling Services Team at Padua College includes: the Head of Counselling Services and our Pastoral Associate, together with experienced Psychologists, Social and Youth Workers (and Luna our Therapy dog!).

Depending on the level of support required, most students engaging in our Counselling Services would be under the management and care of the relevant House Coordinator, Student Wellbeing and Growth (SWAG) or Co-Director of Campus. Some students may have Care/Safety Plans and in this case the relevant classroom teachers will also be informed.

For any concerns about your child, please consult with their Homeroom Teacher or House Coordinator. They will work with the counselling services team to support your child.



Child Safety

Padua College is actively committed to fostering communities of safeguarding that recognise and uphold the dignity and rights of all children.

We encourage open communication whereby families and communities are informed of relevant issues and participate in decisions about the safety of their children.

It is particularly important to us to look for avenues to empower children to have a say and be listened to. Padua College has appointed a group of staff as the College's Child Protection Officers.

Each Child Protection Officer is available to answer any questions that you may have with respect to our Child Safe Policy and the Child Protection Program. We have also created a specific email contact that students can use to notify the College if they have any concerns.

childsafe@padua.vic.edu.au

As part of the excel (Pastoral Program) the importance of creating a culture of child safety at Padua is reinforced. If you have any concerns, please do not hesitate to contact the relevant campus at the phone numbers listed below.

All Padua College staff are required to complete Child Safety and mandatory reporting modules through the online training program.

Staff are also familiar with the PROTECT: Four Critical Actions for Schools poster and procedure.

PROTECT

Protecting children & young people from abuse is our responsibility

THE EDUCATION STATE

VICTORIA

State Government



Contact Us:

Padua College

www.padua.vic.edu.au

Mornington | 5976 0100

Rosebud | 5982 9500

Tyabb | 5978 2700

Information correct at June 2021



Student Wellbeing



The North Star

At Padua College we want every student to recognise and utilise their God-given talents, to be the best that they can be, and to make a positive impact on their world.

This is our North Star and our guiding light. It encompasses our 'why' at Padua College, and allows us to align our vision, values and actions. Students are encouraged to understand how they learn and are motivated to extend themselves beyond limited horizons to fulfil their true potential.



Engagement & Connectedness

The Padua College community plays a vital role in creating protective factors that build a positive sense of wellbeing for our students.

These school protective factors include:

- Sense of belonging/connectedness
- Positive school climate
- Positive peer relationships
- Positive staff-student relationships
- Opportunities for success and recognition of achievement and effort
- Opportunities for participation.

Padua College offers a strong Pastoral Care program across Years 7-12 including a wide range of school based and extra-curricular activities.

Students are encouraged to get involved in many areas of College life including leadership. Each student's participation is tallied into 'Commendations' which will appear on their semester report and contribute to the overall House Cup.

eXcel: A Wellbeing Framework

The Wellbeing of our students is of utmost importance to all of us at Padua College. We recognise that when students have a healthy concept of self, can identify and regulate their emotions/thoughts and are resilient, their learning outcomes increase.

Each morning students start the day in homeroom in prayerful reflection, acknowledging that God is present in all we do. This is a key feature of creating connectedness for our students. The rest of homeroom is spent in checking for notices about the day and ensuring students start the school day prepared and encouraged to participate fully in the life of the College.

On Tuesday morning there is an extended homeroom called excel which is our weekly pastoral lesson. This program focuses on the core notions of Positive Education, Respectful Relationships, cyber-safety, and House Activities. It's a great opportunity to connect more meaningfully with the students and for friendships to flourish.

excel is also the term for the Catholic Education Student Wellbeing Framework. Our excel program is part of the way we facilitate the whole school approach to building resilience and a sense of wellbeing for our students. Through this we Enable, Connect, Engage & Learn as a whole school community. These dimensions also underpin the Padua College Learning & Teaching Framework.

Pastoral Care

Homeroom and our Pastoral Care lessons (excel) are an integral element to life at Padua College.

Our vertical homeroom system ensures students build relationships beyond their immediate year level and peer group and creates a strong and lasting sense of community.

Your child's Homeroom Teacher is the priority contact person at the College for any problems or concerns you may have.

The needs of students, staff and parents are also supported by a group of 24 dedicated House Co-ordinators. They are ably led by the Student Wellbeing & Growth (SWAG) Co-ordinator (Mornington Campus) or the Co-Directors of Campus at Rosebud & Tyabb Campuses.

The House Co-ordinator Team focuses their Homeroom Teachers on the House Patron's charism so that social justice is at the forefront of thinking, and by doing so, a sense of service to others is fostered.

Behaviour Management

Behaviour Management allows for sufficient flexibility and tolerance to accommodate individual differences and varying circumstances while also recognising that Mediation (Restorative Practices), negotiation, restitution and consequences are integral to Pastoral Care.

Good relationships are built out of structures. High expectations and consistency form the foundation of all good habits. Ultimately teachers "Run the Room" and students should behave in a way that allows the teachers to teach and the students to learn.

These behaviours are guided by the following principles, which are displayed in every classroom:

1. Do your best
2. Help others achieve
3. Respect environment and community

Padua College introduced a 'No Mobile Phone Policy' in 2019 which has been implemented with considerable success.

Padua also has a strict uniform policy and these standards are continually communicated to students and families.

Padua College House System



Appendix 2 - Child Safety Brochure

What will happen if I tell an adult at school that I feel unsafe, or that I know someone who is unsafe?

- You will be helped.
- Staff members at our school must listen to your concerns and help you.
- The information will not be shared with the person who is making you feel unsafe.
- Information will only be shared with people who can support and protect you.
- In some cases the people helping you are required by law to tell the police, the Department of Health and Human Services' Child Protection services and/or your family to prevent any further abuse, or risk of abuse.

What if I don't feel like I can talk to anyone at my school?

- You should still find a trusted adult to talk to.
- Abuse or feeling uncomfortable is too big to deal with on your own.

Child Safety Officers

Padua College has appointed a group of staff to be the College's Child Protection Officers. A full list of these staff including contact details are on SIMON on the 'Child Safety' link.

Each Child Protection Officer is available to answer any questions that you may have with respect to our Child Safe Policy and the Child Protection Program. We have also created a specific email contact that will notify the college if you have any concerns.

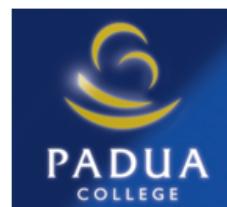
childsafe@padua.vic.gov.au



Feeling Safe @ Padua

This brochure has been designed to give you the facts about child abuse. It includes advice on what to do if you have been abused, are being abused, or are at risk of being abused.

This fact sheet also provides you with advice if you know someone who has been abused, or is at risk of being abused.



What is child abuse?

• Child abuse includes physical abuse, sexual abuse, emotional or psychological harm, neglect, and family violence.

• Child abuse can also include grooming.

• This is behaviour where an adult tries to establish a relationship or other emotional connection with a child, to prepare them for a sexual relationship.

Child abuse does not have to involve physical contact or force. It can include:

- Controlling a child through threats
- Exposing a child to sexual material and sexual acts
- Exposing a child to family violence.

Child abuse can be perpetrated by any member of a community or a family member. Abuse can impact anyone and it is never the victim's fault.

What if my friend doesn't want to tell an adult?

- You should still tell an adult you trust on your friend's behalf
- Even if your friend has specifically asked you not to tell an adult, you still should. It is more important to make sure that your friend is helped and feels protected.

What are your rights?

- Everyone has the right to feel safe and be protected from abuse.
- No one is allowed to threaten you, hurt you, or touch you in a way that makes you feel uncomfortable, unsafe or afraid.
- This includes all adults, other teenagers and children – it includes everyone from family members, coaches, teachers, to friends and strangers.
- Every relationship should be respectful.
- No one should ever involve you in sexual activity without your consent, and no one should behave in a way that makes you feel unsafe or afraid.
- You don't have to deal with abuse on your own. Talk to a trusted adult. Teachers and other adults at your school can support you to get help.

What should I do if I think someone I know has been abused or is unsafe?

- You should talk to an adult you trust. Any staff member at school will be able to help.
- You can also help your friend by encouraging them to tell a trusted adult.

What should I do if I have been abused or I feel unsafe?

• If you have been abused, or feel unsafe or threatened in any way you don't have to deal with this on your own.

If you are in immediate trouble call 000 and ask for the Victoria Police

• Abuse is never your fault and you should tell a trusted adult so you can get the help and support you need to feel safe and protected. Talking to someone won't get you in trouble.

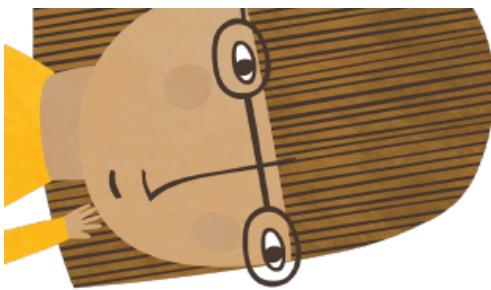
• You can tell a Child Safety Officer or Staff Member at school. They will be able to help you.

• The Child Safety Officers contact details for each campus are on SIMON but if you are even in doubt please email childsafe@padua.vic.edu.au.

• Visit eheadspace (which provides an online and a 9am-1am telephone support service) www.eheadspace.org.au or 1800 650 850.

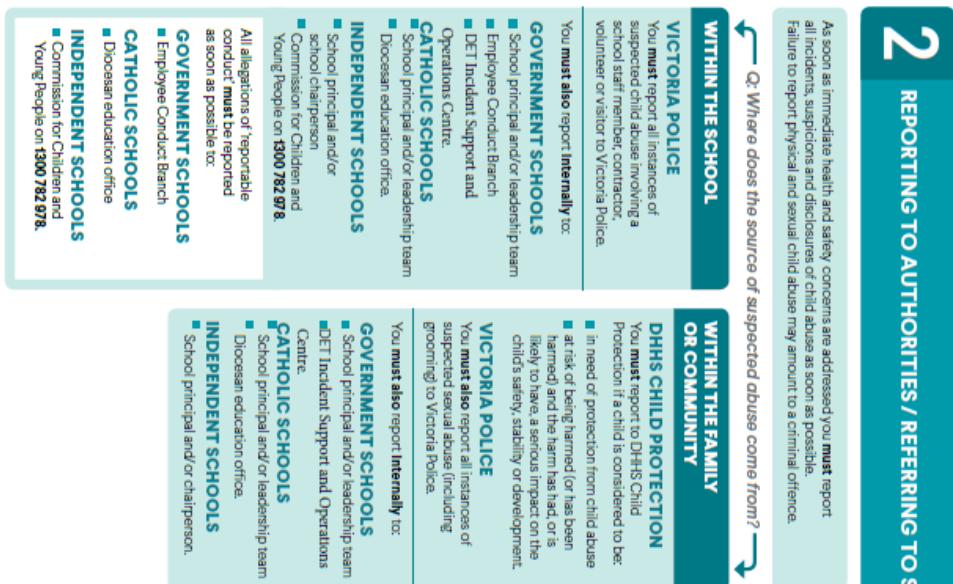
• Call KidsHelp Line on 1800 55 1800 or visit www.kidshelpline.com.au for 24 hour support)

Appendix 3 – Child Safety - Four Critical Actions



FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse



YOU MUST TAKE ACTION	As a school staff member, you play a critical role in protecting children in your care.
<ul style="list-style-type: none"> You must act by following the Four Critical Actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief that a child has, or is at risk of being abused. 	<ul style="list-style-type: none"> You must act if you form a suspicion/ reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. if the victim or another person tells you about the abuse).
<ul style="list-style-type: none"> It is strongly recommended that you use the Responding to Suspected Child Abuse template to keep clear and comprehensive notes, even if you make a decision not to report. 	

PROTECT



ceCV



ORANGE DOOR

<https://www.vic.gov.au/familyviolence/the-orange-door.htm>

CHILD FIRST

<https://services.dhhs.vic.gov.au/referral-and-support-teams>

DIOCESSAN OFFICE

Melbourne (03) 9267 0228
Ballarat (03) 5337 7735
Sale (03) 5622 6600
Sandhurst (03) 5443 2377

INDEPENDENT SCHOOLS

Commission for Children and Young People on **1300 782 978**.

CATHOLIC SCHOOLS

Employee Conduct Branch

INDEPENDENT SCHOOLS

School principal and/or chairperson.

GOVERNMENT SCHOOLS

School principal and/or leadership team

CATHOLIC SCHOOLS

DET Incident Support and Operations Centre

INDEPENDENT SCHOOLS

School principal and/or leadership team

DET INCIDENT SUPPORT AND OPERATIONS CENTRE

North Division **1300 664 977**
South Division **1300 655 795**
East Division **1300 360 391**
West Division **1800 075 599**
West Division (Metro) **1300 664 977**

AFTER HOURS

After hours, weekends, public holidays **13 278**

EMPLOYEE CONDUCT BRANCH

(03) 9637 2595

INDEPENDENT SCHOOLS

School principal and/or chairperson.

GOVERNMENT SCHOOLS

School principal and/or leadership team

CATHOLIC SCHOOLS

DET Incident Support and Operations Centre

INDEPENDENT SCHOOLS

School principal and/or leadership team

DET INCIDENT SUPPORT AND OPERATIONS CENTRE

1800 126 126

INCIDENT MANAGEMENT AND SUPPORT UNIT

1800 126 126

THE LOOKOUT

The LOOKOUT has a service directory, information and evidence based guidance to help you respond to family violence: <http://www.lookout.org.au>

INDEPENDENT SCHOOLS

Family violence victim survivors can be referred to **1800 Respect** for counselling, information and a referral service: **1800 737 732**