



Sacred Heart
College
GEELONG

STUDENT POSITIVE BEHAVIOUR POLICY

Purpose

The Student Behaviour Policy reflects the school 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 Sacred Heart College will:

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

This Policy should be read in conjunction with all College policies.

Rationale

Sacred Heart College is a Catholic, learning, faith community in the Mercy tradition that has at its centre the dignity and safety of each person. Our Mercy Values of Respect, Compassion, Justice, Courage, Hospitality and Service compel us to ensure the wellbeing of all College community members is cherished and developed. All young people have the right to a positive learning experience, where diversity and individual differences are celebrated and respected. The College strives to do this through inclusive practices that invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes. We offer a rich, broad curriculum which nurtures faith, provides personalised learning, promotes healthy personal relationships, stresses the importance of student leadership and agency, and promotes self-discipline and responsibility.

Guiding Principles

- Every person is created in the image and likeness of God (Genesis 1:27), with the inherent dignity that this implies, and all are created as social beings, with the mutual rights, obligations and needs that this implies



Educating Girls to Make a Difference

A Ministry of Mercy Education Limited ABN 69 154 531 870

- At the heart of everything the College does is the promotion of the whole person – spiritual, cognitive, social, physical.
- Every person at the College has the right to feel safe, to be happy and to learn; therefore, we aim to:
 - Promote the values of honesty, respect, justice, courage, compassion, service and hospitality.
 - Affirm cooperation as well as responsible independence in learning
 - Foster self-discipline and develop responsibility for one’s own behaviour
 - Acknowledge the worth of all members of the community and their right to work and learn in a positive environment.
- Humans are relational beings and the building of respectful, genuine, and authentic relationships is foundational to our work with students, families and the school community. Developing and promoting these relationships, and upholding the values and mission of the College is the responsibility of all staff, students, and families within the College community. Therefore, every member of the College should strive to make their interactions with each other a living example of the Mercy ethos.
- Positive student behaviour is best achieved within a school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, human rights and the common good are honoured, and where those experiencing difficulty or special need receive particular care and support.
- Developing positive student behaviour is seen as educative, requiring age-appropriate education and skilling of students, and pastorally driven management of student behaviour through processes focused on both individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities.
- The College sets clear guidelines for student attitudes and behaviours. When students do not meet these standards, they need to be respectfully challenged to accept responsibility for their actions and supported to understand the breakdown of relationships. We do this through the practice of restorative justice (called “Accountability with Dignity” at Sacred Heart College) where we aim to use a restorative, rather than punitive approach to student behaviour that is deemed as inappropriate and falls below the College standards.
- Effective school-community partnerships offer opportunities for networks of pastoral care for students. Appropriate local services and agencies may be identified, and links or partnerships developed, to support the needs of students and their families and to enhance this school’s own pastoral initiatives.

Students’ Guiding Principles (Personal Respect And Dignity Statement)

At Sacred Heart College, we strive to show respect for all individuals and treat each other with dignity. To achieve this all members of the College Community are expected to:

- show respect for the thoughts, opinions, actions and belongings of others
- be positive and supportive in our use of language and in our actions
- behave in a manner that contributes to the safety of ourselves and others
- allow others to learn in a caring, supportive and clean environment



- show respect for the individuality and personal gifts of each person
- show respect for the rights of individuals and respect their confidentiality
- give assistance to those in need, including those who experience bullying.

Definitions

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 College 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 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 or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.
- Bullying 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. Situations that harm respectful relationships and hinder safe, inclusive communities include (but are not limited to):
 - Relational: hurting others by damaging or manipulating relationships, such as spreading rumours, deliberately leaving people 'out' of activities, or treating them as if they do not exist
 - Verbal: name calling, putting people down and making intimidating noises
 - Physical: unwanted physical contact that is used to harm or intimidate, non-verbal gestures which are designed to intimidate, negative body language, or invasion of personal space and property
 - Extortion: standover tactics to control someone else's behaviour, eg. to force them to give up possessions
 - Cyber: using electronic devices or social-networking sites to transmit material of an offensive nature. Examples include communicating unsanctioned information about an individual, assuming someone's identity online and implementing social-exclusion campaigns



- Please refer to the College's Inclusive Communities Incident Response Flowcharts (Appendix 3a and 3b) for further details.
- Challenging behaviour is behaviour that significantly challenges the day-to-day functioning of the school. The behaviour impacts on learning and interrupts students' and staff capacity to 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 refer to forms of unacceptable behaviour that may be serious enough to constitute a criminal offence. If the 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.

Legislative Context

The *Education Training and Reform Regulations 2017 (Vic.)* (sch 4 cl 12) outlines the College's obligations to ensure the care, safety and welfare of all students attending the College. In discharging duty of care responsibilities, the College and teachers must exercise professional judgment to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students' independence and maximising learning opportunities. Non-teaching staff, other workplace participants and external providers must exercise judgment appropriate in the circumstances. The College must also comply with legislation related to Occupational Health and Safety for workplace participants.

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

- Education and Training Reform Act 2006 (Vic.)
- Education and Training Reform Regulations 2017 (Vic.)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Equal Opportunity Act 2010 (Vic.)
- Occupational Health and Safety Act 2004 (Vic.)

This document is also informed by the following resources:

- Victorian Registration and Qualifications Authority (VRQA) policy requirements
- National Safe Schools Framework www.education.gov.au/national-safe-schools-framework-0
- Health Promoting Schools Framework www.ahpsa.org.au
- MACS - ALWAYS - A guide to supporting all learners, in all ways, always
- MACS - Pastoral Care Policy for MACS Schools
- Diocesan policy and regulations.



Shared Attendance Expectations

Ensuring that students attend school each day is a shared expectation of all students, families and the wider school community. The table below sets out the College's shared attendance expectations for its students, families and staff.

Students are expected to:

- attend all timetabled classes punctually. This includes Mentor Group, House meetings, whole school events and year level events, other meetings and assemblies;
- be prepared to fully participate in lessons;
- remain on the school premises during school time unless they have permission to leave from families and the College;
- show an explanatory note or a medical certificate to Student Reception the day after an absence has occurred, unless families have notified the College of the absence in advance by SMS, email, Compass entry, or telephone call;
- advise mentor and subject teachers in advance of any known absence (e.g. medical treatment, sporting or other excursions);
- sign in/out when arriving or leaving the College outside of normal school hours. An email, SMS, phone call, or Compass entry from the student's family is required to explain late arrival/early departure;
- provide a countersigned family note to Student Reception if no other means of contacting Reception has been used to report early departure for any reason, countersigning is by Mentor Teacher or House Leader. It is noted that this arrangement is only permissible when all other options have been exhausted;
- negotiate with their subject teachers using the Absence from Class form in advance of an extended absence due to in-term holidays;
- complete all missed work when absent from class.
- work cooperatively with the College to develop personal attendance improvement goals when their attendance has been inconsistent, including developing and completing strategies/work listed on the Student Absence Learning Plan;
- complete at least 50 hours of scheduled classroom instruction per subject per semester if enrolled in VCE/VET/VCAL subjects. NB: Assessment tasks missed due to an approved absence (an absence accompanied by a medical certificate, death notice) will be completed during the next contingency class or at a time deemed appropriate by the VCE Coordinator.

Families are expected to:

- ensure their child's enrolment details are correct;
- take all reasonable steps to ensure their children attend school punctually each day;



- inform the College of a student's absence prior to 9 am on the day of the absence. NB: If the College is not notified by 9.00am, Student Reception will inform the family via SMS and phone calls as soon as practical on the day of the absence. The families should promptly reply to the College's attempts at making contact;
- account for all student absences and provide the College with a medical documentation confirming an illness that is causing extended absence from school;
- avoid making any non-essential appointments during the school day, especially during significant whole-school events;
- avoid arranging family holidays during the school term. NB: Where unavoidable, and the absence is for 5 days or more, notification of the absence must be given at least 2 weeks prior via an online form found on the Parent Portal. Students will be provided with an Absence from Class Form to be completed in negotiation with their subject teachers;
- communicate with the Mentor Teacher if, for any reason, the student is reluctant to attend school;
- support their child's learning during absences and work with the school to reintegrate students or arrange distance education after prolonged absences;
- work cooperatively and collaboratively with the College (and external practitioners as required) to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school.

The College will:

- proactively promote regular attendance;
- record student attendance and punctuality on Compass each morning and at the commencement of each lesson;
- follow up on any unexplained absences promptly and consistently, ensuring Compass is used by the family to explain a previous absence are delivered to Student Reception for recording;
- identify trends via data analysis and communicate with families about unexplained, ongoing or excessive absences.

Mentor Teachers will:

- record the date(s) and reason of a student's proposed future absence or advise Reception staff to do so;
- report any concerns regarding inconsistent or excessive student absences to the House Leader;

House Leaders (HLs) will:

- apply a consequence in accordance with this Policy to any student found to have deliberately missed a class without a valid reason;
- monitor student absences and counsel students with ongoing attendance concerns;



- in collaboration with the Inclusion and Diversity network, support students whose attendance is problematic by developing 'Return to School' plans and work with families to implement individualised strategies;
- work collaboratively with families and students to develop an agreed Student Absence Learning Plan when a student's absence from school is excessive;
- send letters to families about the importance of regular attendance, and provide ongoing intensive support for students if communication with families has not been possible or if the student's attendance pattern continues to be irregular after the initial meeting with family;
- report lengthy or unexplained absences to the Melbourne Archdiocese Catholic Schools (MACS), DFFH, and/or DET Attendance Officer;

The VCE, VCE Vocational Major, and VET Coordinators will:

- ensure all students enrolled in classes at the College, including external students, are aware of and adhere to the VCE Attendance Policy requirement and complete at least 50 hours of scheduled classroom instruction per subject per semester;
- communicate with families when any student is at risk of not satisfying the requirements of a unit due to absence;

Student Reception will:

- send an SMS message to families who fail to notify the College of their young person's absence before 9.00am, as soon as practical on the day of the absence;
- record any reasons for absences, late arrivals or early departures on Compass. Please see Appendix 1 for Attendance Flow Chart.

Shared Behaviour Expectations

The College recognises the importance of providing clear guidance and expectations which are applicable to all members of the school community. The school administration, in consultation with the school community wherever appropriate, will prescribe standards of dress, appearance and behaviour for the student body. As a term of enrolment, families are expected to support the College's expectations, values and Code of Conduct (Appendix 2), upholding prescribed standards of dress, appearance and behaviour.

Repeated behaviour by a student or families that, in the school's view, is unacceptable and damaging to the partnership between the College and the family, may result in suspension or termination of the student's enrolment. The points below set out the College's expectations for its students, families and staff.

Students are expected to:

- participate actively and cooperatively in learning, taking responsibility for their learning and having high expectations in themselves that they can learn;
- model the College's core Mercy values of respect, compassion, justice, service, courage and hospitality;



- take responsibility for their own behaviour and the impact of their behaviour on others;
- behave in a manner reflective of this Policy and work with teachers, family, and College or external support services in developing strategies to improve outcomes to:
- follow all reasonable requests of staff;
- respect the rights of others to be safe and to learn;
- respect the property of the College and others;
- report any matter they observe or are involved in that does not reflect Mercy values and does not build a sense of inclusion and community within the College;
- advocate for others within the College community to ensure they are treated with respect and dignity;
- use informed, respectful, and appropriate processes to provide their views on school community decisions;
- be at school attending class or in a permitted area, unless a valid reason to be absent has been received by the school from the family;
- punctually attend all scheduled classes, have the required learning materials with them, and all homework completed;
- use electronic devices only when it assists their learning and only after seeking permission from a staff member;
- keep the school environment clean, placing all litter in the bins provided. Chewing gum is detrimental to the environment and therefore should not be consumed at school;
- store their belongings in a locker securely locked;
- observe all expectations relating to the wearing of uniforms, jewellery, hair and grooming (details can be found in the SHC Student Expectations document);
- ensure a safe and healthy learning community, free from cigarettes, electronic nicotine devices, alcohol, illicit drugs and other banned substances. These substances should never be brought to school or consumed whilst in the school environment, or in school uniform (refer to Banned Substances Policy).

Families are expected to:

- participate in the academic, social, emotional, physical, spiritual and cultural development of their children;
- have high expectations of their young person's behaviour and have an understanding of the College's expectations;
- actively participate in the life of the College where appropriate;
- communicate with the College in regards to their young person's circumstances;



- share responsibility for shaping their children's understanding about appropriate behaviour by assisting in the development and enforcement of strategies to address individual needs;
- support the provision of a caring, safe environment for the College community in the light of Mercy values, treating all members of the College community fairly and respectfully at all times;
- support their children to act assertively, stand up for themselves, and reflect carefully when specific incidents arise that brings an individual's well-being into question, advising their children to report such incidents to a trusted adult within the College community;
- provide complete, accurate and up to date information when completing an enrolment form and supply the College prior to enrolment, with any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the student's schooling), reports from previous schools, court orders or parenting agreements;
- comply with the College's expectations and Code of Conduct, supporting the school in upholding prescribed standards of dress, appearance and behaviour;
- acknowledge and understand that unacceptable behaviour by a student, or repeated behaviour by a family member that, in the school's view, is unacceptable and damaging to the partnership between family and school, may result in suspension or termination of the child's enrolment, and;
- Consult the Mercy Education Parent Code of Conduct for further details regarding expectations of families.

The College and/or workplace participants will:

- work with all members of the College community to ensure that when dealing with issues that affect the safety and wellbeing of its members, a balanced, timely and consistent approach is adopted;
- foster a community that enables students to develop a feeling of safety, connectedness, belonging, trust and forgiveness;
- provide a supportive environment which encourages positive relationships between students, staff and families;
- provide educational opportunities that enhance inclusivity for families through the College communication channels;
- assist students to develop skills for building assertiveness and resolving conflict by providing opportunities for discussion of appropriate social skills and behaviour throughout the school curriculum;
- provide ongoing professional learning opportunities for staff to raise awareness of how to develop and maintain positive relationships with their students and create a culture of inclusion and safety;
- promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour;
- employ whole school and classroom practices to establish a culture 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;



- recognise that for some students, additional support may be needed in the form of staged responses and staff are committed to working collaboratively with families to engage students in their learning;
- consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances;
- ensure staff members understand their role in making students feel included and safe so that students are empowered to share any experiences that may make them feel uncomfortable, threatened or unsafe;
- commit to, and live the policies and procedures outlined by the College contributing to the provision of a caring, well-managed, safe environment for the entire community;
- treat all members of the College community fairly and with respect at all times taking into account the dignity of the human person in the light of the Mercy values;
- acquaint themselves each year with the SHC Student Expectations document, acting on and reporting all instances where students are not following expectations or are behaving in an unbecoming, irresponsible or dangerous manner contrary to building safe, inclusive communities;
- offer support to those experiencing discomfort due to breakdown of relationships;
- recognise and acknowledge positive behaviour and resolution problems;
- teach and practise effective conflict resolution;
- ensure all teachers establish explicit classroom expectations with their classes early in the year/semester, and subsequently at any time when the revision or reinforcement of a particular expectation seems appropriate.

College Actions for Building Positive Behaviour

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school practices, as well as targeted and individualised support when required. Effective student behaviour change and student behaviour support is enhanced through internally-based school support structures, and externally-based family, education, community and interagency partnerships.

The College will apply a range of supports and measures to address inappropriate student behaviour. Where a student acts in breach of the behaviour standards of our school community, the College will institute a staged response, in accordance with the CECV Positive Support Guidelines, 2018. Where applicable, an incident report will be completed and provided to the Principal or relevant staff member.

Positive Reinforcement of Appropriate Behaviour

The Personal Respect and Dignity Statement aims to develop in our students a sense of social responsibility and an awareness of the need to live in harmony with others and their surroundings. All members of the Sacred Heart College community are expected to conduct themselves at all times in a manner that shows respect for oneself, others and property, and ensures the safety of all individuals. Students are educated to know that their actions must not stop others from learning or make others feel excluded or uncomfortable. Persons who witness



inappropriate conduct are also encouraged to 'speak-up', so that the individual is challenged to act in a manner consistent with the school's expectations.

The College celebrates positive action and behaviour through verbal recognition, awards, communication with families and the wider school community as appropriate, House points, and Mercy Moments.

Tier 1: School-Wide Supports

The College implements school-wide structures and supports to build inclusive, safe environments where positive relationships and appropriate behaviours are fostered. Preventative and early intervention strategies and practices for all its students include:

- Establishing predictable, fair and democratic classrooms and school environments
- Providing physical environments that are conducive to positive behaviours and effective engagement in learning
- Ensuring student participation in the development and implementation of whole school expectations
- Empowering students by creating opportunities to take responsibility and be involved in decision making
- Monitoring attendance and academic progress of students with the view to recognising students at risk
- Developing Individual Learning Plans (ILP) in consultation with the Program Support Group (PSG) where appropriate for individual students.
 - a. **Organisational Structures** - The Pastoral Care system at the College is based around a vertical house structure of four Houses with mentor groups consisting of 3-4 students from each of the six-year levels, 7-12. The system and the network of House Mentors are overseen by House Leaders and Deputy Principal Student Development as well as the Learning Culture, House Engagement and Inclusion and Diversity Leaders. Together they are responsible for implementing and maintaining programs and processes relating to the general well-being of students, including, but not limited to learning culture, wellbeing, behaviour management, attendance and the Living Mercy curriculum program inclusive of experiential learning activities. The Pastoral Care of students is also supported by the following:
 - Student Support Services (SSS):
 - Social Workers, Occupational Therapist, and Psychologists
 - First Aid Officer
 - College Pastoral Worker
 - Inclusion and Diversity Network
 - Student Leadership and Empowerment
 - Pathways
 - b. **Curriculum** - Explicit pastoral care education at the college is delivered through the Living Mercy curriculum and involves promoting and supporting knowledge of personal strengths, agency, positive coping and resilience, positive relationships, healthy risk-taking, goal setting,



developing emotional management, conflict management and empowerment to provide optimal learning and development outcomes. This curriculum is supported throughout the school via the implementation of Visible Wellbeing and Respectful Relationships resources ensuring a whole school approach to pastoral care.

Tier 2: Targeted Supports

In addition to Tier 1 supports, some students may require targeted interventions to meet behavioural standards, including irregular attendance. These students will be supported through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Documentation of incidents relating to the management of student behaviours to inform decision making
- Referral to the College SSS Team
- Adjustment of the student's learning program through the SSS Team
- Revision of the Individual Learning Plan (ILP)
- Family consultation via phone or interview
- Support strategies and recommendations that might assist the student to self-regulate including use of calm plans to self-manage, to use the Calm Room in Mercy House or the Flexible Learning Space (FLS) if they are feeling overwhelmed
- Creation of a Student Support team including House Leader, Mentor Teacher and SSS Team member(s)
- PSG conferences.

Tier 3: Intensive Intervention

Intensive intervention may be required for students presenting with complex and ongoing difficulties. These students will be supported firstly, through Tier 1 and 2 supports and if applicable:

- Convening a Behaviour Management Support Group
- Use of a Behavioural Support Plan and Daily Conduct Sheet
- Connection to external supports within the wider community.

Accountability Processes

The College adopts a staged response to challenging behaviour and appropriate consequences for students' inappropriate behaviour. Accountability measures may be used with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.



The initial response when dealing with a breach of this policy is restorative. Restorative practices raise students' awareness of the impact of behaviour on self and others through personal accountability, with the focus being on restoring relationships, taking responsibility for actions and to change and heal destructive behaviours. It is acknowledged that repeated or more serious infringements may require the use of supplementary interventions such as Accountability Afternoons.

Measures should always be proportionate to the nature of the behaviour, and are best used with support measures to identify and address causes of the behaviour. Accountability measures will be implemented in accordance with the CECV Positive Support Guidelines.

Corporal Punishment

Corporal punishment is NOT permitted as a means of addressing behavioural or educational concerns. This form of punishment is not consistent with the restorative process and is expressly prohibited at the College and under the *Education and Training Reform Act 2006 (Vic)*.

Disruptive Behaviour

The usual procedures for addressing disruptive behaviour would involve one or more of the following, as appropriate:

- Non-verbal warning – eg eye contact / hand movement / shake of head / teacher positioning to stand near student(s) behaving inappropriately;
- Verbal warning which identifies the misbehaviour and gives student the opportunity to change student's behaviour;
- Moving student to a less disruptive position in the room;
- Separating a student from the class for a short period of time to reflect on their actions 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. During this time, the student remains the responsibility of the staff member who initiated this action;
- In serious cases, Reception will be contacted to arrange for a House Leader, or Deputy Principal to take appropriate action. In the event of any of these staff members being unavailable, Reception is to contact another College POL holder;
- In situations where the student is not able to comply with the instruction to relocate, the class (all other students) will be relocated/evacuated. The student may be temporarily isolated from regular classroom activities to provide an opportunity to de-escalate or for a specified period of time. Families should be informed of such withdrawals.
- The subject teacher is required to follow up incidents of disruptive behaviour using a restorative approach as soon as practicable and include the House Mentor or House Leader or Deputy Principal as appropriate.

Responding to Incidents of Bullying or the Breakdown of Relationships

Humans are relational beings; as such disputes are inevitable and relationships will be tested. The best dispute management is educative, based on trust, openness, shared understanding and forgiveness. When relationships break down, those involved are encouraged to rethink, learn, and restore respectful relationships.



- Once identified, a staff member will investigate by communicating with the students involved to gain understanding of each member's perspective of the situation
- All investigations will be fully documented by the staff member involved and if necessary be passed on to the appropriate House Leader
- Follow up action/interviews will be conducted following the procedures outlined in the College Inclusive Communities Incident Response Flowchart (see Appendix 3a and 3b)
- All students involved will be offered mediation and support and if needed counselling
- Where considered necessary, the College may refer the matter to a third party such as Victoria Police.

Responding to Incidents Where Banned Substances Are Involved

Drug and alcohol usage, dependency and associated issues and actions can put an individual and College community at risk. The use of illegal drugs and the abuse of drugs and alcohol of any kind are not condoned by the Sacred Heart College Community. Such substances have no place within the College environment including retreats, camps, and student social events. Students travelling to and from these venues and/or school activities are expected to observe school policies. College activities do not include any private parties or functions, responsibility for which rests with families.

The College has adopted the principles of the MACS Policy 2.13 when dealing with drug related issues within the College.

"The church teaches that parents, social workers, priests, religious and laity are witnesses and the first protagonists in trying to understand, intervene and propose to individuals an alternative to drug dependency. The family is one of the first places for this to happen, however, it cannot do so in isolation from the parish, the community or the work of education."

All people working in schools have a responsibility to care for children, to promote their well-being and to protect them from any form of harm. In keeping with the MACS guidelines, the College seeks to minimize potential or actual drug-related harm through appropriate health promotion initiatives, positive education approaches, age-appropriate drug education programs based on a harm minimisation approach, and agreed and understood procedures for responding to drug related issues.

Breaches of Conduct

Addressing breaches of student conduct at the College involves one or more of the following, as appropriate:

- initial correction of the conduct by a staff member;
- teacher discussion with student using a restorative approach deciding on immediate consequence to repair the damage to relationships;
- possible completion of 'Accountability Agreement';
- recording infringement via Compass;
- contact with families, if appropriate;
- communication between Subject Teacher/Mentor Group Teacher/House Leader;



- interviews by Mentor Group Teacher/House Leader;
- for serious breaches, it may be necessary to refer the matter to the Deputy Principal - Student Engagement, Development and Empowerment).

When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of inappropriate or at-risk behaviour, the College will implement a targeted response to identify and address the presenting issues. This may involve the following responses if and where appropriate:

- Accountability Afternoon and/or Uniform Infringement Workshop;
- convening a meeting involving the student, their family, House Leader/Deputy Principal, and SSS team member;
- developing or revising a Individual Learning Plan (ILP) or attendance plan;
- completing a Student Overview form or Grievance Incident form;
- convening a Behaviour Management Support Group to support the student in meeting College expectations;
- development of a Behaviour Support Plan and/or Safety Plan where appropriate for individual students;
- internal or external withdrawal from class, school or school activities;
- referral to Catholic Education or external Health or Allied Health providers
- contact with the Regional/Diocesan Office
- negotiated transfer after interview with Deputy Principal/Principal, student & family See Appendix 5 for further information on these measures.

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

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

Conclusion

The College seeks to educate the whole person. Therefore, whilst enrolled at the College, a student's rights are balanced by their responsibilities to know and observe the rules that enable the school community to function successfully. Our Personal Respect and Dignity Statement supports the formation and maintenance of healthy relationships.



Assessing and Mitigating Risk

To assist the school to discharge its safety responsibilities, the College will adhere to an Occupational Health and Safety Program through which potential safety hazards are identified and analysed in terms of the likelihood of an event occurring, and the potential consequences if the event was to occur. A similar risk-based approach is taken with respect to Student Duty of Care, with the definitions of likelihood and consequences. The College may engage the services of MACS for the purpose of assessing student safety risks and determining how best to support the needs of the students, staff and broader community.

It is important that all workplace participants consistently enforce school rules and safety policies, and actively engage in ensuring the physical and emotional wellbeing of students. For further information please see SHC Child Safety and Wellbeing Policy.

Policy Evaluation and Review

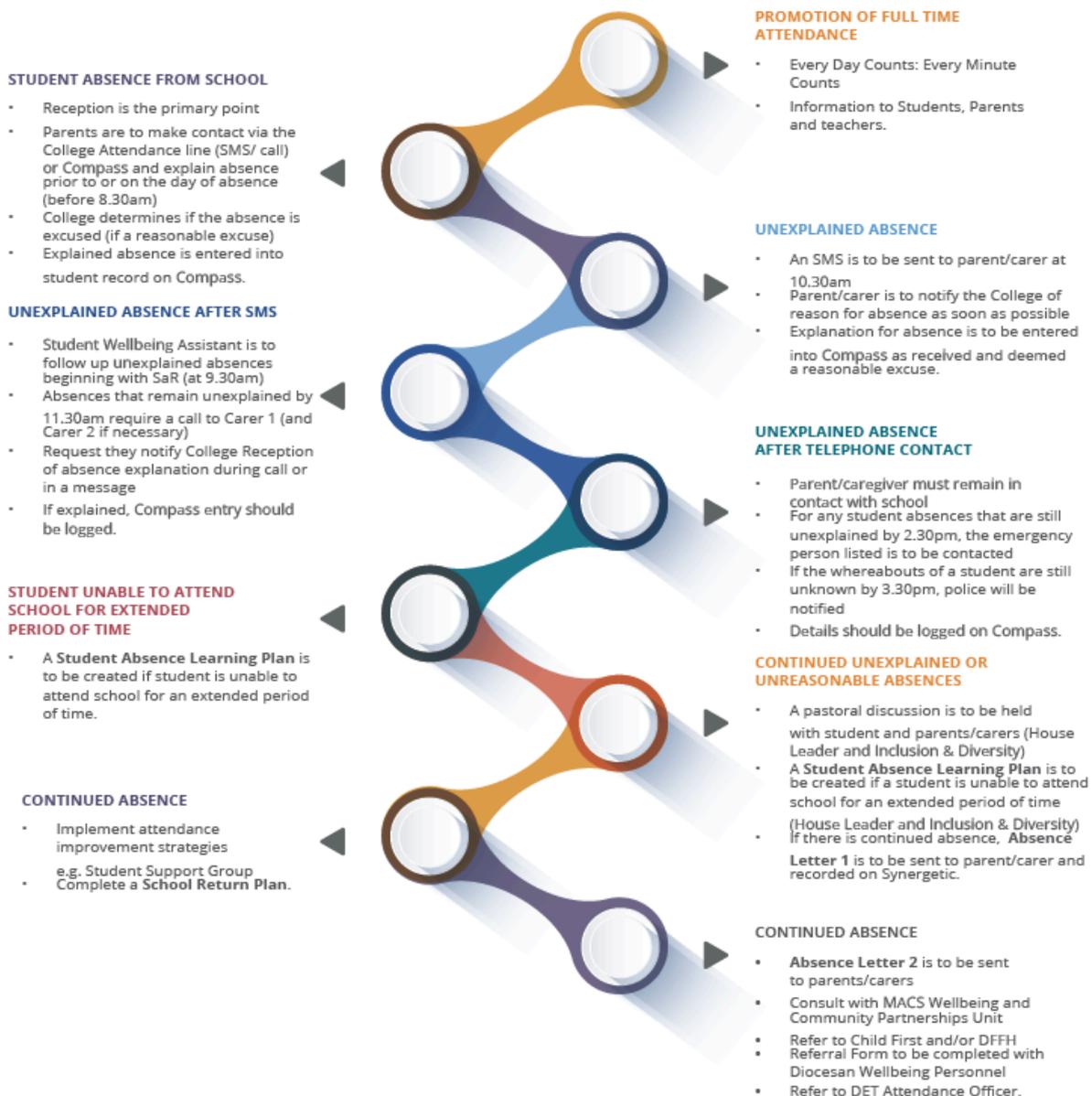
The Policy is an evolving document and will be adapted and updated regularly, in consultation with the school community to ensure it is reflective of emerging issues and takes into account new data about the College's performance.

The Policy will be reviewed annually by the Deputy Principal - Student Engagement, Development and Empowerment.



Appendix 1 - Attendance Flow Chart

Attendance Flow Chart



Appendix 2 - Code of Conduct

Family and College Relationships

The College is committed to nurturing respectful relationships and active partnerships with our families. We believe that our students' learning journeys are enriched through positive and reciprocal home and College relationships.

Family members represent one of the most influential role models in a student's life.

As a member of the College community, there is an expectation that families support the Mercy values of compassion, justice, respect, hospitality, service and courage. These values are also supported by a culture of respectful relationships.

This Code of Conduct - Family and College Relationships, guides families in building positive relationships with workplace participants, students, families and others in the wider College community. It articulates the key expectations regarding respectful relationships and outlines the unacceptable behaviours that breach our culture of respect. In enrolling your child at Sacred Heart College, you are making a commitment to adhere to these key expectations.

Our Culture of Respectful Relationships

In partnership with workplace participants, students and families will commit to:

- respecting the innate dignity and worth of every person
- understanding of the situation and the needs of others
- collaborating in their approach to working with others
- maintaining open, positive and honest communication
- working respectfully with others
- building trusting relationships
- being responsible for actions.
- In promoting and upholding this culture, we expect that families will:
 - support the College's Catholic ethos, traditions, Mercy values and practices
 - support the College in its efforts to maintain a positive learning and teaching environment
 - understand the importance of positive family/teacher/student relationships and strive to maintain these relationships
 - adhere to the College's policies, as outlined on the College website
 - treat workplace participants, students, families and all members of the College community with respect and courtesy.



In promoting and upholding this culture, we expect that workplace participants will:

- communicate with families regularly regarding their child's learning, development and wellbeing
- provide opportunities for family involvement in each student's learning
- maintain confidentiality over sensitive issues
- relate with and respond to families in a respectful and professional manner
- ensure a timely response to any concerns raised by our families.

Raising Concerns and Resolving Conflict

When raising a concern on behalf of a student, or making a complaint about the College's practices or treatment of a student, we expect that families will:

- refer to the College's Grievance Policy and Procedures
- listen to their child, whilst considering that a different perspective may exist
- follow the specified protocol for communication with workplace participants, including making appointments at a mutually convenient time and communicating concerns in a constructive manner
- refrain from approaching a student to discuss or chastise them because of actions towards another student
- refer the matter directly to the College for further investigation.

In responding to concerns or complaints, workplace participants will:

- observe confidentiality and a respect for sensitive issues
- ensure the family's views and opinions are heard and understood
- communicate and respond in ways that are constructive, fair and respectful
- ensure a timely response to the concerns/complaints
- strive for resolutions and outcomes that are satisfactory to all parties.

Workplace Participant Safety and Wellbeing

The College places high value and priority on maintaining a safe and respectful working environment for our workplace participants. We regard certain behaviours as harmful and unacceptable when they compromise the safety and professional wellbeing of our workplace participants. These behaviours include, but are not limited to:

- shouting or swearing
- physical, verbal and/or emotional intimidation
- aggressive hand gestures
- writing rude, defamatory, aggressive or abusive comments, including social media
- racist or sexist comments



- damage or violation of possessions/property.

When a family member behaves in such unacceptable ways, the Principal or their delegate will seek to resolve the situation through restorative practices.

Where such behaviour is deemed likely to cause ongoing harm, distress or danger to the workplace participant and/or others, the College will exercise its legal right to impose a temporary or permanent ban from the family member entering the College premises.

At all times, the College maintains the right to report a matter to the police or relevant authorities for further investigation.

Associated Documents and Sources

Grievance Policy and Procedure

Workplace Aggression Policy

Mercy Education Parent Code of Conduct

College website

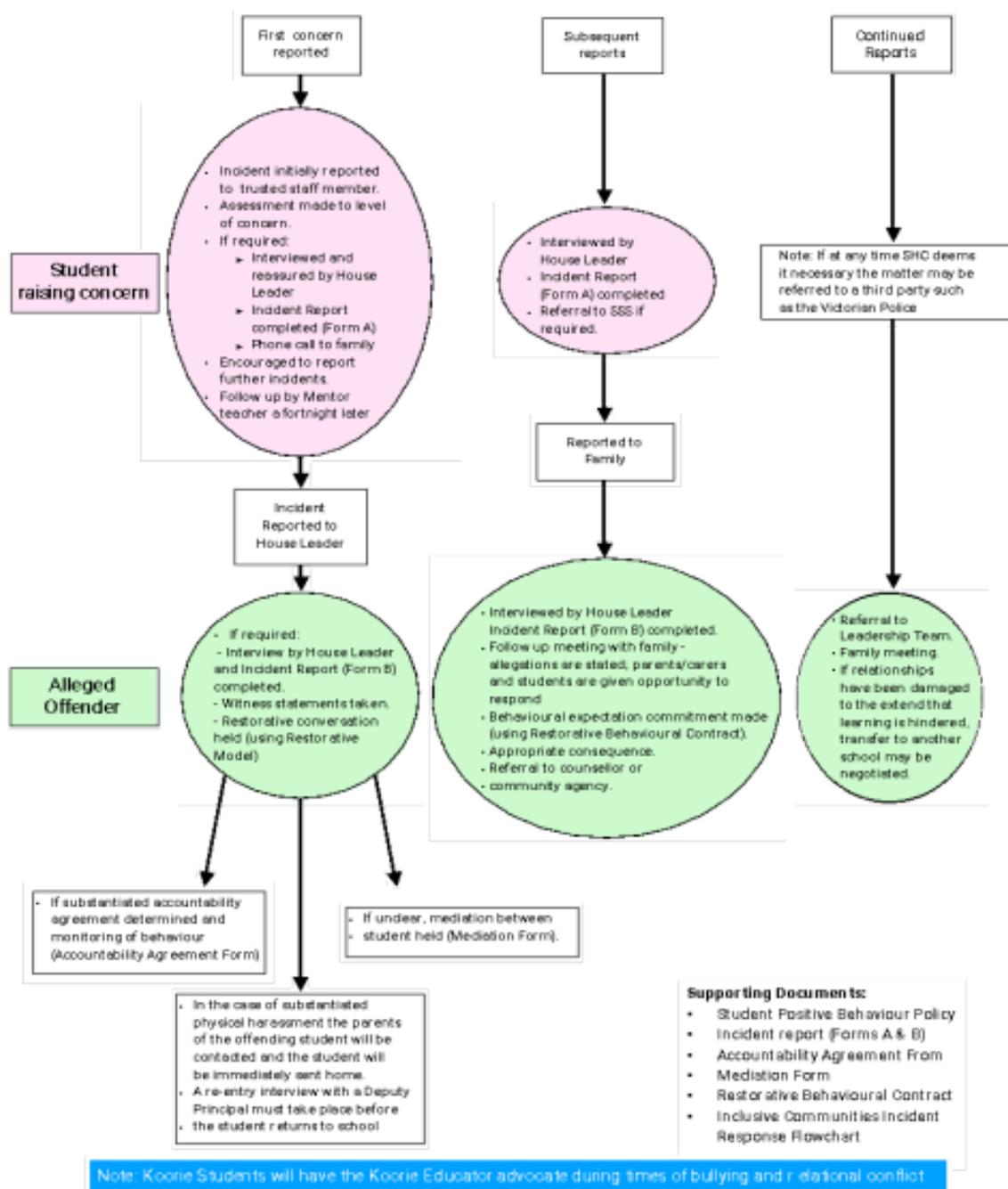


Educating Girls to Make a Difference

A Ministry of Mercy Education Limited ABN 69 154 531 870

Appendix 3A - Inclusive Communities Incident Response Flow Chart

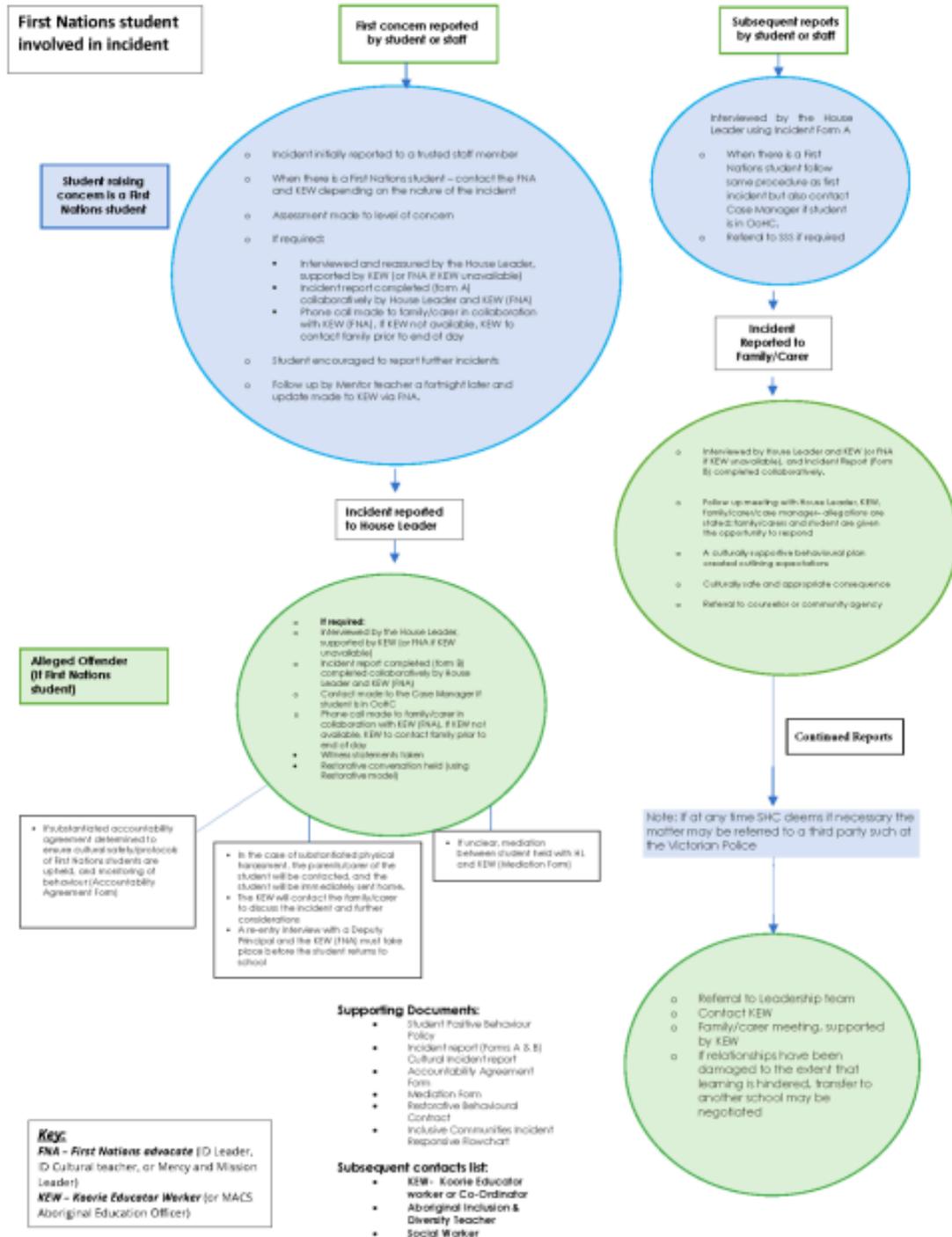
Inclusive Communities and Bullying Awareness Incident Response Flowchart



Appendix 3B - Inclusive Communities Incident Response Flow Chart - First Nations Students Updated November 2022

APPENDIX 3B – INCLUSIVE COMMUNITIES INCIDENT RESPONSE FLOWCHART
Inclusive Communities and Bullying Awareness

Incident Response Flowchart – First Nations students



Appendix 4A - Inclusive Communities Incident Response - Staff Note Taking Template

Inclusive Communities Incident Response - Confidential

Students Name:
House Leader:

Mentor Group:
Date:

- By student claiming bullying/harassment/harm
- By student witnessing bullying/harassment/harm

Is the student . . .

- First Nation Student
- Contact a First Nations Advocate (ID Leader, ID Cultural teacher or Mercy Mission Leader) Contact - Koorie Educator Worker/MACS Aboriginal Education officer
- Out of home care
- Contact - ID Co-Ordinator
- Contact – DFFH case worker (if applicable)
- Refugee Student
- Contact - ID Leader and/or ID Cultural teacher

Date/Time of Incident:

Location of Incident:

Alleged main instigator of the incident:

Summary of incident:

Further Comments:

Names of anyone else involved (including witnesses):

Details of the outcome you are seeking:

Student's Signature:

First Nations Advocate Signature (if required)

Date:

To be filled in by House Leader.

What action has been taken? What is the follow up?

House Leader's Signature:

Date:



Appendix 4B - Inclusive Communities Incident Response - Student Note Taking Template

Inclusive Communities Incident Response - Confidential

Students Name:

Mentor Group:

House Leader:

Date:

Is the student . . .

First Nation Student

Contact a First Nations Advocate (ID Leader, ID Cultural teacher or Mercy Mission Leader) Contact - Koorie Educator Worker/MACS Aboriginal Education officer

Out of home care

Contact - ID Co-Ordinator

Contact - DFFH case worker (*if applicable*)

Refugee Student

Contact - ID Leader and/or ID Cultural teacher

You have been named in an incident involving the bullying/harassment of another student. What do you know about it?

Names of those involved:

Student's Signature:

First Nations Advocate Signature (*if required*)

Date:

To be filled in by House Leader - Resolution Options:

Self-resolution Supported self-resolution Facilitated mediation Intervention Investigation

What action has been taken?

What is the follow up?

House Leader's Signature:

Date

Matter Finalised:



Appendix 5 - General Information Relating to Disciplinary Measures

Accountability Afternoons

When a restorative conversation has resulted in an agreement that a student needs to give back to the community, an Accountability Afternoon will be organised. Accountability Afternoons usually run from 3.30 - 4.30pm and are supervised by the House Leaders (HLs).

Failure to attend Accountability Afternoons will necessitate a parental interview. Teachers are not to use these scheduled accountability sessions for punishing large groups of students. Alternative interventions should be organised and supervised by the staff member concerned. If in doubt about the appropriateness of the intervention, the teacher should seek the advice of the appropriate House Leader.

Notice of date, time and reason for accountability action is given via emailed letter to families.

Students attending Accountability Afternoons will be expected to meet at the HL's office at 3.30pm in school uniform. They may be required to complete some reflection on the Personal Respect and Dignity Statement at Sacred Heart College and to carry out specific tasks around the school, such as picking up litter or tidying areas of the school or completing tasks in line with their misconduct. Such tasks would be similar to what they would normally be expected to do in the course of their class duties in school uniform.

Withdrawing Privileges

The College may withdraw privileges as a consequence of ongoing breaches to classroom or school behavioural standards. The specific privileges withdrawn will vary between students depending on the severity and frequency of inappropriate behaviour, however they may include things such as attendance at a school event or excursion. Such accountability consequences will be time-limited and appropriate as to ensure the student's engagement at school is not diminished. The student will be told why privileges are withdrawn, and how they should behave for privileges to be reinstated.

Behaviour Management Support Group

Should the student continue to breach the Personal Respect & Dignity Statement or College Expectations, or following a judgment made by the Principal (or Principal's nominee) that a student has engaged in wrongful school-related behaviour of a serious nature, a Behaviour Management Support Group (CECV) will be created and convened. This group will include:

- the student,
- their family,
- the House Leader (Principal's nominee) and,
- a student support person nominated by the student if desired (not acting for fee or award).

It may also include:

- a parent support person (not acting for fee or award) nominated by the family,
- the Mentor Group Teacher,
- a member from the Inclusion & Diversity network,



- specialist personnel and/or,
- a Deputy Principal or another Principal's nominee.

The Behaviour Management Support Group seeks to:

- Consider all issues relevant to the behaviour of the student and the implications for others in the community;
- Identify the educational, personal and social needs of the student concerned;
- Once these needs are identified, determine what further behaviour management action, if any, within the school's formulated procedures, is most appropriate;
- Identify strategies which will enable the student to re-establish their place in the life of the school, parish and local community;
- Determine the appropriate steps required to meet these objectives;
- Consider the support and resources which may be available, from both within the school and outside, to assist in implementing the action;
- Ensure that accurate records of decisions are kept and that decisions are implemented;
- Maintain confidentiality at all times.

Process:

- A meeting of the Behaviour Management Support Group will be held and an explanation of the purpose of supported review will be made.
- The House Leader will then place the student on Supportive Review.
- The student is placed on an Individual Student Behaviour Management Plan for a defined period of time after which a report from teachers is requested.
- Further action is dependent on teacher reports and is made in consultation with the student and their families.

Withdrawal (Exclusion and Suspension)

Withdrawal from classes or suspension from school may result if a student is found in breach of the SHC Banned Substances Policy, unacceptable or unsafe conduct, or continuous disregard for school expectations. The withdrawal may be at school for short term or longer term, or, if the situation is felt to warrant it, at the student's home. In either case, contact with families would be made prior to withdrawal, and an interview held.

The purpose of the interview is to discuss:

- The reason for the withdrawal
- The legal and/or pastoral responsibilities of the family during the time of withdrawal
- The student's learning, supported via access to the College Intranet and CANVAS resources. Note, it is the student's responsibility to catch up on any work missed



- A support plan for the student's return to school including the House Leader's monitoring of student progress 2-3 weeks following their return to school.

Negotiated Transfers

In extreme cases, it may be necessary to consider the negotiated transfer of a student from the College. In such cases, it is the responsibility of the Principal or Principal's nominee to:

- Advise the student's families about the educational environment that would provide the best support for the student's emotional, social, spiritual and academic needs
- Seek the family's agreement to a transfer
- Discuss how the negotiated transfer process works
- Outline the support required by the student and family in making the transition.

If a Negotiated Transfer cannot be agreed upon, the assistance of the Executive Director of MACS is to be requested in writing, and if a negotiated transfer is still not possible, the student will remain at the college unless the circumstances are such as to require an expulsion.

Expulsion

Expulsions will only occur when all other processes for addressing student behaviour have been unsuccessfully applied, and where the seriousness of the misdemeanour undermines the ethos of the College or threatens the safety of the school community. In these exceptional cases the Principal will:

- Explain clearly to the student and their family the reason(s) for the expulsion, providing them with an opportunity to speak on behalf of the student
- Provide the Executive Director of MACS with a formal written notification of the intended expulsion, detailing the reasons for the expulsion and requesting MACS endorse such a request.
- Follow any further endorsement process required by Mercy Education Limited.
- Provide the student's family with a formal Notice of Expulsion outlining the reason(s) for the expulsion, the commencement date and details of any Review/Appeal processes available.
 - A written appeal to the Executive Director of MACS within 5 days (10 days for exceptional circumstances) outlining that either the Expulsion Review procedures were not followed or the decision to continue the expulsion was unjust.

The Police will be informed of all serious misdemeanours.



Appendix 6 - Use of Restraint and Seclusion

The use of restraint or seclusion does not form part of a Student Pastoral Care and Behaviour Development Policy and should not be identified as an appropriate intervention. Restraint and seclusion are permitted only in limited emergency situations, as outlined below.

Effective support for students exhibiting complex and unsafe behaviour requires a holistic response which includes appropriate and targeted interventions, specialised support and the development and implementation of an Accountability Agreement/Behaviour Management Plan and, if necessary, a Student Safety Plan. Restraint and seclusion should not form part of such planned responses.

The use of restraint and seclusion reflects the values of Catholic education in respecting the dignity of each person, building inclusive, supportive and caring relationships, fostering compassion and forgiveness, and promoting the practice of respectful behaviour. It recognises that all students have a right to be safe and free from abuse and is influenced by the following legislation:

- Child Wellbeing and Safety Act 2005 (Vic.)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Education and Training Reform Act 2006 (Vic.)
- Equal Opportunity Act 2010 (Vic.)
- Occupational Health and Safety Act 2004 (Vic.) (OHS Act).

All teachers and schools owe students a duty of care, meaning they must take reasonable steps to ensure that their acts or omissions do not cause reasonably foreseeable injury to their students. Failure to do so could amount to negligence.

In addition to their duty of care towards students, employers have a duty to take reasonable care for the safety of their staff. This is reflected in the OHS Act which requires the employer to provide and maintain, so far as reasonably practicable, a working environment that is safe and without risks to health. School staff also have obligations under the OHS Act to take reasonable care for their own health and safety and that of others in the workplace.

The use of restraint and seclusion applies not only to students who have previously been identified as exhibiting complex/unsafe behaviour, but also to students who have a 'one-off' episode of complex/unsafe behaviour.

Definitions

Restraint - 'restraint' refers to 'physical restraint'. Physical restraint is the use of force to prevent, restrict or subdue the movement of a student's body or part of their body where the student is not free to move away. Restraint does not include 'protective physical interventions', which involve physical contact to block, deflect or redirect a student's actions, or disengage from a student's grip. In these situations, the student remains free to move away. In general, the same approach to incident management, reporting and review will apply to an incident involving a protective physical intervention as to an incident involving restraint.



Seclusion - is the solitary confinement of a person in a room or area from which their exit is prevented by a barrier or another person. Seclusion includes situations where a person is left alone in a room or area and reasonably believes they cannot leave that room or area even if they may physically be able to (e.g. the door is not locked). In extreme circumstances, e.g. in response to behaviours that cause harm to self or others, teachers will respond by exiting the other students from the learning space to ensure their safety. Where the student continues to display threatening and dangerous behaviour (e.g. wielding a bat), staff will seek to limit harm to others by isolating the student for the minimum amount of time required for the student to calm.

Seclusion does not include safe place, time out or chill out rooms, being conditions that are set up to support the student (see below).

Safe Place, Time Out, Chill Out Rooms

The practice of using a safe place, quiet place, time out or chill out room (referred to as 'safe place' in this section) for students does not amount to seclusion and is used in different situations from seclusion.

Having a student go to their safe place is a practice used in schools to support students who require a break from a stressful or demanding situation, often when their behaviour is escalating. Exit to a safe place is a planned intervention to be used as part of an overall approach to supporting a student exhibiting complex behaviour. The use of a safe place should form part of a student's BSP and/or Student Safety Plan. It is used to assist students to settle and return to a state of calm, so they are more actively able to participate academically and socially. The use of a safe place can be either teacher-directed or self-directed and takes place in a setting that is not locked.

Schools must ensure their use of a safe place is in the context of a therapeutic educational strategy and not as a form of seclusion.

Use of Restraint and/or Seclusion

Every effort should be made to prevent the need for the use of restraint or seclusion. While this section outlines the limited circumstances in which restraint or seclusion may be appropriate, it is important to remember that prevention is the best strategy. In making a decision that any form of restraint or seclusion is required, staff should be aware that their actions may directly increase the risk of injury and trauma, both for the student and for the staff member.

Three Conditions

Restraints and seclusion must not be used except in an emergency situation 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 are no less restrictive means of responding in the circumstances.

Imminent threat of physical harm

The first condition is that the student's behaviour must pose an imminent threat of physical harm or danger to the student or to others.

A verbal threat from a student would not usually be sufficient to meet this condition unless there is an associated risk of imminent harm. For example, the first condition would be satisfied where a student is threatening to hit someone with a cricket bat and is holding the cricket bat. Where a student is making verbal



threats but the staff member does not believe there is a risk of imminent harm, the staff member should still take appropriate action but this should not include restraint or seclusion.

The physical harm or danger must be to the student (i.e. self-harm) or to another person (e.g. staff or another student). Damage to property alone is not sufficient to meet this condition. For example, if a student is graffitiing a classroom, the first condition is not satisfied. However, if a student is breaking windows and putting nearby students at risk of imminent harm from the broken glass, the first condition may be satisfied.

Reasonable in the circumstances

The second condition is that it must be reasonable in all the circumstances to restrain or seclude the student. 'Reasonable' is taken to mean proportionate and necessary. Staff should consider whether the restraint/seclusion is proportionate to the harm it is intended to prevent. For example, it may be considered reasonable to restrain a student in response to an imminent attack with a cricket bat, but it would generally be considered unreasonable and not justified to restrain a student in response to low-level pushing.

What is considered reasonable depends on the individual circumstances of each case and is a matter for professional judgment. When making the decision as to whether restraint or seclusion is reasonable, staff need to take account of all the circumstances, including:

- the student's age, grade and developmental level
- the student's physical presentation – weight and stature
- the relevance of any disability, impairment (including psychological conditions) or medical condition
- the mental state of the student
- the anticipated response of the student
- the impact of the restraint on the relationship with the student
- the environment in which restraint/seclusion is taking place, including any specific hazards
- the form of restraint/seclusion that would be appropriate.

In general, responding to behaviour with restraint or seclusion on a regular or long-term basis would not be considered reasonable. In the example above, it may be considered reasonable to restrain the student with the cricket bat on the first occasion. However, after the first incident, the school has become aware of the risk and should put in place other strategies to prevent reoccurrence. Continuing to restrain the student in response to a second and third occurrence becomes less reasonable in the circumstances.

No less restrictive means of responding

The third condition is that there must be no less restrictive means of responding to the student's behaviour in the circumstances. This means that restraint or seclusion must be used only as a last resort, when all less-restrictive alternatives have been exhausted. This does not mean that the staff member must have tried every other available alternative, but that they have considered the options and judged that the alternatives were less likely to succeed in the circumstances. For example, this condition would not be satisfied if, instead of restraint, a verbal direction would have sufficed to prevent the imminent harm.

In the event that restraint or seclusion is used, the least restrictive form of restraint/seclusion must be used for the minimum time possible. The restraint/seclusion should cease as soon as the immediate danger for the



student or others is averted. For example, the third condition would be satisfied where a teacher grabs a student's arm to prevent them running in front of a car and releases the student's arm once the danger has passed. If, in the same circumstances, the teacher tackled the student to the ground and held them there for five minutes, the third condition is unlikely to be met.

Dynamic Risk Assessment

The decision to use restraint or seclusion rests with a teacher's professional judgment. Monitoring During Restraint/Seclusion

Whenever restraint or seclusion is used, staff must monitor the student continuously to ensure that the restraint or seclusion is being used appropriately. This includes ensuring that the student, other students and staff are safe and that restraint or seclusion is still necessary. Restraint/seclusion should be discontinued when the imminent threat of harm has passed, the action is no longer reasonable in the circumstances or a less restrictive means of responding becomes available.

Throughout an incident of restraint, staff should continue to engage with the student in a calm and measured way. They should explain why the restraint is being applied and that it will cease once the student is no longer a danger to themselves or others. In every instance of restraint, breathing must be visually monitored.

If a student is placed in a separate room as a means of seclusion, staff must maintain appropriate supervision of the student.

When Restraint/Seclusion Should Not Be Used

Behaviour management, punishment etc.

Restraint or seclusion must not be included in a BSP and must not be used as a routine behaviour management technique or routine first response. Rooms or areas designed specifically for seclusion or used primarily for seclusion are not permitted.

Restraint or seclusion should not be used to punish or discipline a student and should never be used as a convenience.

Unless the three conditions above are satisfied, restraint/seclusion should not be used:

- to respond to a class/school disruption
- to maintain good order
- as a response to:
 - a student's refusal to comply
 - verbal threats from a student
 - a student leaving the classroom/school without permission
 - property destruction caused by a student.

Dangerous Forms of Restraint

Staff should not use any form of restraint which covers the student's mouth or nose, restricts breathing, takes the student to the ground into the prone (lying face down) or supine (lying face up) position, involves the



hyperextension of joints or application of pressure to the neck, chest or joints. Such actions could result in serious injury or death and would be justified only as a last resort in a life-threatening emergency. There will almost always be a less restrictive means of responding.

Mechanical and Chemical Restraints

Mechanical restraint refers to the use of a device to prevent, restrict or subdue a person's movement for the primary purpose of influencing that person's behaviour. Mechanical restraint in this context does not include devices prescribed by an appropriate professional and used for approved purposes, e.g. vehicle safety restraints used as intended to safely transport a student in a vehicle or orthopedically prescribed devices that enable a student to safely participate in activities.

Chemical restraint refers to the use of medication primarily to control or subdue behaviour and which is not being used to treat an underlying physical or mental illness or a physical condition.

Schools should not use mechanical or chemical restraints as a means of controlling student behaviour in an emergency situation. Such action would not be considered reasonable in a school setting. There would almost always be less restrictive means of responding.

Incident Management

The number one priority when managing an incident should be the safety of all concerned. Staff involved in an incident of restraint or seclusion must immediately notify the principal.

As with any serious incident, the principal must contact the student's families as soon as possible following any incident of restraint or seclusion. The principal will document that the families have been notified. Depending on the circumstances, the principal may also need to contact other families.

Post-incident support

Incidents involving restraint or seclusion are often particularly traumatic or stressful for those involved. The principal should consider the wellbeing of all staff and students following the incident, and the need for any additional support:

- For the student who was restrained or secluded, this may include counselling, discussions in the PSG or participation in the review of their Accountability Agreement/Behaviour Management Plan.
- For staff, this may include debriefing in relation to the incident, access to the EAP, counselling or professional development.
- Other students who were involved or witnessed the incident may benefit from debriefing in relation to the incident or counselling.

Reporting and Reviewing Use of Restraint and Seclusion

Reporting and recording requirements

The Principal will ensure that a Record of Restraint/Seclusion is completed (see 'Record of Restraint/Seclusion Template'). A copy of the Record of Restraint/Seclusion will be retained by the school and a copy will be provided to MACS. The principal may need to consider whether the use of restraint or seclusion amounts to 'reportable conduct' and therefore needs to be reported to the Commission for Children and Young People under the Reportable Conduct Scheme.





This template is adapted from the Team-Teach Positive Handling Record

Date	Student	Age	Teacher
Report compiler	Staff involved	Witnesses	
Location of incident		Duration of incident (minutes)	
BEHAVIOUR			
Intentional harming of self		Undressing self	
Intentional harming of adults		Sexualised behaviour to self	
Intentional harming of other students		Undressing others	
Potential damage to property leading to injury to self		Sexualised behaviour to others	
Potential damage to property leading to injury to others		Possession and likely use of weapon	
Absconding with risk of harm		Unintentional harm to self, others or property	
Verbal abuse with potential to lead to harm			
DE-ESCALATION TECHNIQUES USED PRIOR TO RESTRAINT/SECLUSION			
Verbal advice and support	Reminders of success	Voluntary move to a safer place	
Visuals offered	Distraction	Reassurance	
Planned ignoring	Contingent touch	Withdrawal offered	
Use of body language	Giving time/waiting	Involve a new person	
Withdrawal directed	Flexible negotiation	Humour	
Redirection	Limits set		
Choices offered	Change of adult(s)		
If none used, why not?			
Immediate danger of personal injury to student			
Immediate danger of injury to another student or adult			
Occurrence in a high-risk environment that will immediately jeopardise safety			
REASON THAT RESTRAINT/SECLUSION IS IN BEST INTERESTS OF THE STUDENT			
To avert an immediate danger of personal injury to the student			
To avert an immediate danger of injury to another student or adult			
To avoid serious damage that will immediately impact on the safety of others			
To prevent a criminal act that impacts on the safety of self or others			
POSITIVE HANDLING TECHNIQUES USED IN THE PHYSICAL INTERVENTION			
One person	Two person	Change of staff	
	Clear verbal/visual direction	Fix & stabilise	
Locate the 'gate'	Exit & move away	Guide/control elbows	Walking escort
Standing	Kneeling	Sitting on chairs	Sitting on ground



STUDENT RESPONSES					
To positive handling intervention:					
De-escalated quickly	<input type="checkbox"/>	De-escalated gradually	<input type="checkbox"/>	Calmed then re-escalated	<input type="checkbox"/>
Escalated	<input type="checkbox"/>	Escalated repeatedly	<input type="checkbox"/>	Fatigued	<input type="checkbox"/>
Focused on specific adult	<input type="checkbox"/>	Refocused on another adult	<input type="checkbox"/>		<input type="checkbox"/>
Focused on specific student	<input type="checkbox"/>	Refocused on another student	<input type="checkbox"/>		<input type="checkbox"/>
After positive handling intervention ceases:					
De-escalated quickly	<input type="checkbox"/>	De-escalated gradually	<input type="checkbox"/>	Calmed then re-escalated	<input type="checkbox"/>
Escalated	<input type="checkbox"/>	Escalated repeatedly	<input type="checkbox"/>		<input type="checkbox"/>
DETAILS OF ANY INJURIES					
Student:	<input type="checkbox"/>	No	<input type="checkbox"/>	Medical treatment needed?	<input type="checkbox"/>
Yes	<input type="checkbox"/>			Yes	No <input type="checkbox"/>
Give details:					
Staff:	<input type="checkbox"/>	No	<input type="checkbox"/>	Medical treatment needed?	<input type="checkbox"/>
Yes	<input type="checkbox"/>			Yes	No <input type="checkbox"/>
Give details:					
POST-INCIDENT DISCUSSION/DEBRIEF/SUPPORT FOR STAFF MEMBER/S				Yes	No <input type="checkbox"/>
Staff involved in debrief:					
BSP reviewed?				Yes	No <input type="checkbox"/>
BSP updated?				Yes	No <input type="checkbox"/>
New risk assessment conducted?				Yes	No <input type="checkbox"/>
Student Safety Plan reviewed?				Yes	No <input type="checkbox"/>
Student Safety Plan updated?				Yes	No <input type="checkbox"/>
Immediate actions arising from this incident:					
NOTIFICATION PROCEDURES					
Incident Report submitted? (staff)				Yes	No <input type="checkbox"/>
Accident Form completed? (student)				Yes	No <input type="checkbox"/>
Incident reported to principal?				Yes	No <input type="checkbox"/>
Date:	Time:	By:	Signed:		
Incident reported to parent/carer?				Yes	No <input type="checkbox"/>
Date:	Time:	By:	To:		
(or attach copy of letter)					
This is a full and accurate record of events:					
Report compiler	Signed			Date	
Principal	Signed			Date	
Ensure this record is filed with student's information and can be accessed by administration staff if needed.					



Document Control

Date Approved: 28 March 2024

Name: Anna Negro, Principal

Signature: 

Sponsor: Deputy Principal - Student Engagement, Development and Empowerment

Date presented at Advisory Council Meeting: 27 March 2024

Reviewed by:

- School Committee: N/A
- Sub Committee of the College Council: Wellbeing Subcommittee
- Student Leadership House Focus Team: N/A

Person responsible for implementation:

Deputy Principal - Student Engagement, Development and Empowerment

Location checklist:

The Hub Student Space Parent Portal Website

VERSION HISTORY

Version	Date approved	Next review
1.0	Feb 2020 (consolidation of policies only)	2021
2.0	Oct 2021 (update)	2022
3.0	Aug 2022 (update)	2023
3.1	Nov 2022 (amendment)	2023
4.0	Apr 2023 (update)	2024
5.0	Mar 2024	2025

