

SIENA COLLEGE CAMBERWELL STUDENT BEHAVIOUR POLICY



SIENA
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POLICY TITLE: STUDENT BEHAVIOUR POLICY

DEVELOPED / REVIEWED BY

Deputy Principal Wellbeing and Strategy
Heads of House
Siena College Policy Committee
MACS (Melbourne Archdiocese Catholic Schools)

REVIEW SUMMARY

The Dominican Ideals are a commitment to truth explored in dialogue, a vibrant preaching of the Gospel, a critical appreciation of culture and cultures, and a love of the beautiful. Our goal in each of our Educational Ministries is to foster these values, together with a spirit of prayer and contemplation, respect for the dignity and uniqueness of each individual, and the pursuit of excellence. (Dominican Education Australia)

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

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

The Siena 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 to support students' behavioural, educational, and emotional engagement.

This Policy provides an overview of how Siena College will:

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

This Policy should be read in conjunction with all College policies and the [CECV Positive Behaviour Guidelines 2018](#).

DOCUMENT DEVELOPMENT PROCESS

This document was first developed by Deputy Principal Wellbeing and Strategy and the four Heads of House in May 2022 considering the new Child Safe Standards coming into effect from 1 July 2022.

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RATIONALE

At Sienna College we strive to provide an inclusive education which values equity and diversity and celebrates difference. Equity and diversity are enacted through a pedagogy of inclusion and a commitment to uphold the rights of all to be welcomed, valued, acknowledged, and actively engaged in education. Our learning community is committed to processes that support all students to make optimal progress and respect the rights of all students to learn in a positive and supportive environment. We seek to provide successful participation and to intervene as early as possible when students are not actively engaged in learning. Sienna College is committed to preparing students for the world that exists outside of the school gates, which includes an understanding of their rights and responsibilities, and the consequences that breaching rules may entail. Student behaviour is linked to the quality of the learning experiences. Purposeful, authentic, and relevant learning experiences that are of a sufficiently challenging yet achievable standard maximise positive behaviour.

Aims

Our College is a community that exemplifies the gospel values of love, forgiveness, justice, and truth. Our College community recognises that everyone has the right to be respected, to feel safe and be safe and, in turn, our College community acknowledges each member's own obligation to behave responsibly. This Policy is intended to guide our College actions. It has been developed in consultation with the College community and seeks to prioritise respectful relationships and safety in response to the rights and needs of all members of the College community. A safe and supportive environment respects the rights of all students to learn, the rights of all teachers to teach and the rights of all members of the College community to be safe.

Every person at the College has a right to feel safe, to be happy and to learn. Therefore, our College aims:

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

DEFINITIONS

behaviour	The way in which one acts or conducts oneself, especially towards others. In general terms, it can be anything we say or do.
appropriate behaviour	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. Display behaviour that contributes to the positive learning environment and aligns with our College rules, codes of conduct and behavioural expectations.

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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.
social media	Platforms that enable students to communicate via direct messaging, texting, commenting, image, video, and location sharing
discriminatory conduct	Conduct whereby an individual is treated less favourably based on 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	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. Please refer to Siena College Anti-Bullying Policy for further details.
challenging behaviour	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	Any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional, or psychological harm.
criminal offences	Forms of unacceptable behaviour that may be serious enough to constitute a criminal offence. If Siena 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.
restorative practice	Is a whole-school teaching and learning approach that encourages behaviour that is supportive and respectful. Restorative practices remove power imbalances by focussing on building positive relationships.
personalised learning plan	Is developed with Learning Diversity Department in conjunction with the student and parent/guardian. It includes strategies to make learning accessible for the student



behaviour support plan	Is developed with the student and lists behaviours to be addressed. It is shared with the relevant family and reviewed regularly.
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PRINCIPLES / GUIDING PRINCIPLES

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

The College approach to student wellbeing is underpinned by the restorative practice approach, which has at its core an understanding that in respecting ourselves, we learn to respect others. This understanding encourages all members of our community to take responsibility for their actions. Rather than adopting a punitive approach to student wrongdoing, an emphasis is placed on working with the student so that they can better understand the impact of their behaviour.

Because Siena College is a provider of Catholic education, the Principal will take into account the need for the College community to represent and conform with the doctrines, beliefs and principles of the Catholic faith when making decisions regarding matters of College administration, including enrolment. Pupils and families who are members of other faiths are warmly welcomed at our College. However, the College reserves its right to exercise its administrative discretion in appropriate circumstances, where it is necessary to do so to avoid injury to the religious sensitivities of the Siena College community.

It is vitally important that the College is made fully aware of each child's individual circumstances insofar as these may impact upon her physical, functional, emotional, or educational needs, particularly where the College is required to provide additional support to the child.

PROCEDURES

Shared Behaviour Expectations

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 to ensure procedural fairness. Expectations for all College community members focus on positive social behaviours, prevention and early intervention and consistent, fair, and reasonable application.

Siena College recognises the importance of providing clear guidance and expectations which are applicable to all members of the College community.

The table below sets out the College expectations for its students, parents/guardians/carers and staff.

Students are expected to:	Parents/Guardians/Carers are expected to:	Principals/Teachers and Staff will:
1. Take responsibility for their learning and have high expectations in themselves that they can learn	1. Have high expectations of their child's behaviour, understand, and support the implementation of the College behavioural expectations	1. Promote positive reinforcement and enhance student self-esteem by having a planned approach for emphasizes and responding to appropriate behaviour

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<p>2. Model the College core values of respect, endeavour, communication, trust, and teamwork</p>	<p>2. Openly communicate with the College regarding their child's circumstances</p>	<p>2. Deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child focusing on pro-social behaviours</p>
<p>3. Take responsibility for their own behaviour and the impact of their behaviour on others</p>	<p>3. Cooperate with the College by assisting in the development and enforcement of strategies to address individual needs</p>	<p>3. Employ whole College 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</p>
<p>4. Comply with this Policy and work with teachers and parents in developing strategies to improve outcomes to:</p> <ul style="list-style-type: none"> a) obey all reasonable requests of staff b) respect the rights of others to be safe and learn c) respect the property of others. 	<p>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</p>	<p>4. Consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances</p>
	<p>5. Comply with the College behaviour aims and the College Code of Conduct and to support the College in upholding prescribed standards of uniform, appearance, and behaviour, in accordance with the terms of your child's enrolment at Sienna College.</p>	<p>5. Plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students, to understand the diverse circumstances of students and provide support to those who are vulnerable or who have special needs.</p>
	<p>6. Acknowledge and understand that unacceptable behaviour by a child, or repeated behaviour by a parent or guardian that, in the College view, is unacceptable and damaging to the partnership between parent/guardian/carer and College, may result in suspension or termination of the child's enrolment.</p>	<p>6. Recognise that for some students (including vulnerable students or students with disabilities) additional support may be needed in the form of staged responses and staff are committed to working with families to reintegrate students in an educational setting after exclusion</p>



Attendance Expectations

Ensuring that students attend school each day is a legal requirement. It is also a shared expectation of all students, parents, and the wider school community, focusing on positive and pro-social behaviours together with prevention and early intervention.

The College recognises the importance of providing clear guidance on student attendance that is applicable to all members of the College community.

Full details on attendance, expectations to promote attendance, and attendance/absence procedures are set out in the College **Attendance Policy** and associated Department of Education and Training [School attendance guidelines](#).

School Actions and Consequences

Student engagement, regular attendance and positive behaviours will be supported through restorative and relationship based whole-school practices, as well as targeted and individualised support when required. Effective student behaviour changes and student behaviour support is enhanced through internally based College 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 College community, the College will institute a staged response, in accordance with the [CECV Positive Behaviour Guidelines 2018](#). Where applicable, an incident report will be completed and provided to the Principal or relevant staff member noting the templates provided in the CECV Positive Behaviour Guidelines.

Positive Reinforcement of Appropriate Behaviour

Sienna College will implement culturally inclusive strategies to reinforce appropriate behaviour which may include verbal recognition, individual or class rewards, communication with parents/wider College community, as appropriate.

Tier 1: College-Wide Supports

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

- Establishing predictable, fair, and democratic classrooms and environments
- Providing physical environments that are conducive to positive behaviours and effective engagement in learning
- Ensuring student participation in the development and implementation of whole College expectations
- Empowering students by creating opportunities to take responsibility and be involved in decision making
- Monitoring attendance and academic progress of students with the view to recognising students at risk and intervening early
- Developing Personalised Learning Plans (PLP) in consultation with the Learning Diversity department where appropriate for individual students

Tier 2: Targeted Supports

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

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers

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- Providing consistent College and classroom environments
- Scaffolding the student's learning program
- Data collection and documentation of incidents relating to the management of student behaviours to inform decision making
- Revision of the Personalised Learning Plan (a Personalised Learning Plan is developed with Learning Diversity Department in conjunction with the student and parent/guardian. It includes strategies to make learning accessible for the student) and creation of a Behaviour Support Plan. A Behaviour Support Plan is developed with the student and lists behaviours to be addressed. It is shared with the relevant family and reviewed regularly.
- Parent consultation via phone, videoconference, or interview
- The Design and Implementation of support strategies that assist the student to self-calm such a quiet space or designated alternative area that they can go to if they are feeling overwhelmed
- Case conference with specialist providers or MACS consultants (this may include Aboriginal and Torres Strait Islander or EAL/New Arrival/Refugee Learning Consultants where culturally appropriate).

Tier 3: Intensive Intervention

When Tier 1 and Tier 2 systems are in place, the foundation for implementing Tier 3 supports is established. Complex behaviours are targeted to remediate and prevent further escalations. Support provided to students at Sienna College will be aligned directly with the goals and targets set out in the students' Personalised Learning Plan (PLP) and Behaviour Support Plan (BSP). Data systems provide school personnel with accurate, timely and practical information for making decisions about the fidelity and impact of individualised interventions that:

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

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

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

- Ongoing implementation of universal and Tier 2 strategies
- Use of data to inform and monitor the implementation of evidence-based interventions
- Regular meetings to review PLP and BSP
- Consultations with mutually agreed specialised support services
- Implementation of explicit, data informed strategies designed to support the student to display safe behaviours. The design of the individualised support will be informed by the identified function of the behaviour and the explicit teaching of skills and desired behaviours.

Consequences for Student Misbehaviour

Sienna College adopts a staged response to challenging behaviour and appropriate reinforcement of appropriate behaviour noting that an effective Behaviour Support Plan is developed to support the student in learning skills required for positive social interaction, along with the ability to become a more effective and

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successful learner. Where a restorative approach needs to be extended, consequences for misbehaviour are also implemented which may take the form of:

- Non-verbal warning (e.g., eye contact/hand movement/shake of head/teacher positioning to stand near misbehaving student/s)
- Verbal warning which identifies the misbehaviour and gives student the opportunity to change his/her behaviour
- Moving student in the room to a less disrupting situation
- Separating student from the class for a short period of time to provide an opportunity for the student to settle
- Readmission to class activity based on student being de-escalated
- Student required to stay in after class for set period of time
- Student required to complete work during recess/lunchtime
- Student engaged in restorative actions supervised by classroom teacher
- Student re-entry meeting

When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of problem behaviour, Sienna College will implement a targeted response to identify and address the presenting issues and reinforce replacement behaviours. This may involve the following support strategies:

- Convening a meeting involving parents/guardians/carers/Learning Diversity/Wellbeing coordinator and the student where appropriate.
- Developing/Revising a Personalised Learning Plan (PLP) or attendance plan
- Development/Revision of a Behaviour Support Plan (BSP) where appropriate for individual students
- Referral to MACS or external Health or Allied Health providers
- Consultation with external professionals, paediatrician, psychologist specialist practitioner
- Contact with the MACS Regional Office.

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour. 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 and implementation of restorative strategies to limit reoccurrence of inappropriate behaviour. Supportive actions and any disciplinary measures will be implemented in accordance with the [CECV Positive Behaviour Guidelines 2018](#) and may include:

- Review of Positive Behaviour with specialised support
- Restorative practice
- Withdrawal of privileges (includes exclusion from College events)
- Withdrawal from class activities for a specified period. Where appropriate, parents/guardians/carers will be informed of such withdrawals
- Detention
- 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. 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. Parents/guardians/carers should be informed of such withdrawals.
- In circumstances where the student is unable to calm, remains in a heightened state of anxiety or is a danger to self or others, the parents/guardians/carers will be asked to take the student home for the remainder of the school day.
- Contracts (College expectations regarding positive behaviour) for conduct/attendance/bullying

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- Suspension (in-school and out of school)
- Negotiated transfer
- Expulsion
- Referral to police, DHHS, emergency service or appropriate agency

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

If other strategies are unsuccessful in modifying student behaviour, the College will follow the MACS Pastoral Care Policies regarding suspension, negotiated transfer and expulsion.

Corporal Punishment

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

Consultation

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

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

Restraint and Seclusion

Siena College will undertake actions to prevent the need for the use of restraint or seclusion in accord with the [CECV Positive Behaviour Guidelines 2018](#).

In alignment with the CECV Positive Behaviour Guidelines 2018:

Physical restraint is defined as 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.

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 the use of a safe place, time out or chill out rooms, being conditions that are set up to support the student and often included in Behaviour Support Plans.

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

Whilst Siena College acknowledges that that prevention is the best strategy, there are limited circumstances in which restraint or seclusion may be deemed appropriate. In deciding to implement any form of restraint or seclusion, Siena College staff are aware that their actions may directly increase the risk of injury and trauma, both for the student and for the staff member themselves. Such decisions are usually required to be made in times of high stress. Actions that may be considered reasonable will be made by staff present and will depend on the individual circumstances of each case as a matter of professional judgment.

The use of restraint or seclusion does not form part of any of Siena College's Behaviour Support Plans or Student Safety Plan. Restraint and seclusion will only be used in limited emergency situations, as outlined below.

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

If restraint or seclusion is used, the least restrictive form of restraint/seclusion will be used for the minimum time possible. The restraint/seclusion will cease as soon as the immediate danger for the student or others is averted.

The clear priority when managing such an incident will be the safety of all concerned. Siena College's staff involved in an incident of restraint or seclusion will immediately notify the principal and provide for the immediate care and safety of those concerned. The student's parents/guardians/carers will be contacted. A post-incident evaluation and report will be completed in accord with the templates and processes outlined in the [CECV Positive Behaviour Guidelines 2018](#).

Identifying, Assessing and Mitigating Risk

To assist the College to discharge its safety responsibilities, Siena 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. Siena College may refer to MACS publications and may engage the services of the MACS for the purpose of assessing student safety risks and determining how best to minimise those risks and support the needs of the students, staff, and broader community.

It is important that all staff consistently enforce College rules and safety policies, and actively engage in ensuring and promoting the physical and emotional wellbeing of students.

References:

- CECV Positive Behaviour Guidelines 2018 – Templates
- Behaviour Support Template
- Record of Restraint and Seclusion
- Post Incident Checklist for Principals
- Risk Assessment Tool
- Diocesan policy and regulations
- CECV Safe and Sound Practice Guidelines

Identifying, Assessing and Mitigating Risk

This Policy is an evolving document that will be adapted and updated regularly, in consultation with the College community. We commit to ensuring that the Policy and its application are regularly monitored and

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evaluated for effectiveness and, where required, adjustments are made. This process also ensures that the Policy is reflective of emerging issues and considers new data about the College performance.

General Information relating to disciplinary measures

- **Withdrawing privileges** – Siena College can withdraw student privileges as a consequence of breaching classroom or College behavioural standards. Siena 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 College 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 considered. 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 always supervised, including when they are removed from a class. Where appropriate, parents/guardians/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.

- **Suspension, Negotiated Transfer or Expulsion.** In some instances, it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the College in order to protect the learning environment for remaining students and continue with effective teaching.

Suspension and expulsion are serious disciplinary measures and are for when other measures have not produced a satisfactory response, or where there is a threat to another person and immediate action is required.

- **Suspension** occurs when a student's attendance at the College has been temporarily withdrawn on the authority of the Principal, for a set period of time.

Suspension allows the parties involved to reflect on and enter dialogue about the behaviour and circumstances that have led to the suspension, and to plan and/or review learning and behaviour supports to assist a student to engage positively with school and learning.

- **Negotiated transfer** means a documented and mutually agreed move to another school is arranged. Negotiated transfer occurs when all other pastoral and discipline measures, including suspension, have failed to resolve an issue of serious inappropriate student behaviour. A negotiated transfer ends the enrolment agreement with the 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 person. Siena College's enrolment agreement explicitly records at the time of acceptance of the enrolment of a student that unacceptable behaviour by a child, or parent/guardian/carer/relevant person may result in suspension or termination of the child's enrolment.

Siena College will ensure that policies and processes associated with negotiated transfer, suspension and expulsion align with Melbourne Archdiocese Catholic Schools Pastoral Care of Students Policy.

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RESPONSIBILITY

- Principal (Primary responsibility)
- All Siena College Staff

RELATED LEGISLATION

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

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.).

RELATED SIENA COLLEGE POLICIES

- Child Safety and Wellbeing Policy 2022
- Student Pastoral Care Policy 2022
- Anti-Bullying Policy 2022
- Student Attendance Policy 2022

RELATED DOCUMENTS

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

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RISK

In the Committee's deliberations it is important to consider the College's main strategic processes and the identification of associated risks. Some sample questions are included for referral.

Answers are to be documented as part of the policy.

1. **Faith and Catholic Identity.** Identify any risks to Catholic Identity or Dominican charism of the school. How will this policy harm or enhance either?
2. **Reputation.** Identify if there are any reputational risks to the College. How will this policy impact Siena and wider communities?
3. **Financial.** Identify any financial risks to the College. How will this policy impact the financial stability of the College?
4. **Contemporary Learning and Teaching.** Identify any risks to learning and teaching. How will this policy impact the academic performance of the College?
5. **Wellbeing.** Identify any risks to safety and wellbeing. How will this policy impact the mental and physical wellbeing of the College community?
6. **Community Engagement.** Identify any risks to building community engagement. How will this policy impact community relationships?
7. **Governance and Leadership.** Identify any risks to governance and leadership in the College. How will this policy affect the strategic direction of the College?

Do any risks identified above warrant changes to the proposed policy? If so the policy should be referred back to the developer/s.

NEXT REVIEW

June 2025

POLICY LOCATION

<https://sienacentral.siena.vic.edu.au/homepage/3452>

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