STUDENT SUPPORT FRAMEWORK

"finding the good in all"

Updated February 2021

The **SPIRIT** of Padua flows from the founder of the Franciscan Order, St Francis of Assisi (1182-1226). Padua College strives to be a Christian community and a place of affirmation and acceptance, where students are encouraged to strive to their personal level of excellence.

The school's **VISION** is to provide the boys with an education, which is not only Catholic but also distinctively Franciscan. Hence, we try to operate not so much as an institution but rather as a faith community living out Gospel values and placing an emphasis on the Franciscan charism. We emphasize the value of each individual and aim at providing an education that is both relevant and personal.

Our **MISSION** is inspired by the life of St Francis. Padua College is a Catholic school community in which the Gospel values of joy, courtesy, humility and peace are fostered. The Padua community aims to offer an academic and social environment of security and affirmation that assists the boys in their growth in self-worth, wisdom and quiet strength, enabling them to contribute positively as committed Christians in the world.

Within this context, Padua College strives to maximize each individual's attainment of excellence, while fostering his responsibility to our community as well as the wider global community. In simple terms, **the Mission Statement for Padua College is:**

To provide a supportive community committed to the dynamic education of young men, whose individuality, spirit and achievements are nurtured through a proud Catholic and Franciscan ethos.

In this spirit, we commit ourselves to:

- Building a caring Christian community, which will educate the whole person.

- Encouraging members of the community to regularly pray together and celebrate in liturgy.

- Respecting the needs of each person, offering joy, peace, warmth and welcome.

- Pursuing a dynamic curriculum that draws upon and develops the individual talents of a student leading him to grow in wisdom and knowledge.

- Promoting family commitment and involving parents in the life of the school.

- Fostering effective communication between all members of the College in order to facilitate closer working relationships.

- Nurturing a school spirit and pride that permeates all aspects of College life.

Padua College – Our Story

Padua College's rich Franciscan History is indicated in its name, which comes from the Franciscan friar Saint Anthony of Padua (1195-1231), appointed by St Francis as the first Professor of Theology for the friars. Padua is the University City of northern Italy where St Anthony died.

Padua began in 1956 when the Franciscan Sisters who cared for the parish primary school of St Anthony's were no longer able to cater for the large number of boys in their school. At the request of Sister Mary Bernadette O'Callaghan osf, the friars, who had taken charge of the Kedron parish since 1929, agreed to begin a separate school for boys.

Fr Damian Nolan ofm was appointed nominal Rector of the new school, which began with two lay teachers, Mrs Eileen Cameron and Mr John Fox, and 89 boys in Years 4, 5, and 6. The friars began teaching in the school in 1957 with the arrival of Fr Alban Mitchell ofm, Fr Angelo O'Hagan ofm and a little later, Fr Odoric ofm.

Today, as a Franciscan educational community, Padua College prides itself on being a place of Peace, Joy, Courtesy and Simplicity. It educates young men in accordance with Gospel values and Franciscan ethos.

The Peace Prayer

Lord, make me an instrument of your peace;
where there is hatred, let me sow love;
where there is injury, pardon; where there is doubt, faith; where there is despair, hope;
where there is darkness, light; and where there is sadness, joy.
O Divine Master, grant that I may not so much seek to be consoled as to console;
to be understood, as to understand; to be loved, as to love;
for it is in giving that we receive, it is in pardoning that we are pardoned,
and it is in dying, that we are born to eternal life.

Rationale

At Padua College, Pastoral Care is considered to be an integral part of all learning and teaching experiences. We believe learning becomes real and relevant when individuals in all their diversity, experience connectedness and feel valued and safe. We believe that all students of Padua College have a right to receive a quality Catholic education.

We understand that there are many influences which can impact on the relational and behavioural responses of students at any time. In light of these influences, our vision is to develop throughout the school, community right behaviours and respectful relationships that are infused with Gospel values and Franciscan ethos.

Padua College is committed to positive, proactive practices in the support of student behaviour. This is based on the belief that young people at our College are on a journey to spiritual, social, emotional, physical, psychological and intellectual wholeness and maturity. The goal of formation of right behaviour and respectful relationships at our College is that it will occur in a supportive community where students are provided with models of Christ centred living, where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

Our Student Support Framework offers guidelines to support this journey, to enhance our positive College ethos and promote effective learning by outlining:

·   Clearly stated expectations of what constitutes acceptable behaviour

·   Effective behaviour support strategies

·   Processes which recognise, teach, reward and celebrate positive behaviour, and Processes, rules and sanctions to deal with unacceptable behaviour.

The following features are integrated into existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students.

Quality relationships and partnerships

In the College's daily and routine life, the ways in which people interact with each other significantly affect each person's sense of self-worth, belonging and wellbeing. The fostering of high-quality interpersonal relationships among teachers, students, parents and support staff is a responsibility shared by everyone.

Staff at Padua College set the tone and priority of student support by their witness and example. Our staff aim to be known as caring, compassionate adults who take an interest in the lives of their students and who set appropriate boundaries within those relationships.

Staff are also mindful that when relating to students, the use of any kind of negative coercion or humiliation is unacceptable.

Formation in self-discipline and responsibility

Student support at Padua College is vitally concerned with the fostering of students' self-discipline.

It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. Student support should also help students to recognise that their fundamental freedoms and rights are reciprocated by responsibilities.

The Padua College Student Support Framework, which includes a code of expected student conduct is intended to promote the good order of the school community, and as such they are positive concepts. The plan aids in the fostering of self-discipline and responsibility, so that students progressively grow in their capacity to exercise moral judgement, democratic values and a concern for the common good.

Effective networks of care across the community

Pastoral Care is the responsibility of every member of the school community. A partnership and shared responsibility among staff, students, and family members is an integral feature of pastoral care. There are many resources within Padua College and the wider community for student support in schools, including parents, teachers, support staff, Pastoral Guardians, Guidance Counsellor, student services' personnel, College Chaplain, church, family support services and interagency health services.

Organisational structures

The effectiveness of Pastoral Care at Padua College is directly related to structural and organisational arrangements in Years 5-12, the role is broadly amongst Pastoral Care teachers, classroom teachers and Pastoral Guardians.

In the College each boy belongs to one of the six vertically streamed Pastoral Care Houses. The Student Pastoral Care program focuses on recognising and rewarding achievement, effort and excellence and ensures all students have an equal opportunity to develop to their full potential. The Student Pastoral Care program aligns with the student support framework.

The aim of the program is to assist students in looking after themselves, each other and their College. To achieve this aim, a Pastoral Level System has been specifically developed to reflect each student's pastoral development.

Timetabling and administration can significantly enhance the climate and experience of student support, particularly when such arrangements are flexible and responsive, as is the case at Padua College.

Commitment to justice and service

Social justice involves identifying and eliminating barriers that hinder students' participation and achievement. Curriculum, interpersonal relationships and school organisational practices at Padua College aim to accommodate the diverse characteristics and experiences of students.

Padua College challenges the notion of inequity by:

- Providing a safe and supportive environment through pastorally caring practices

- Fostering non-aggressive, non-coercive and non-discriminatory language and behaviour

- Setting realistic expectations for all students

- Ensuring that the school's policies and practices respect the dignity, rights and fundamental freedoms of individual students

- Providing learning opportunities for individual students, which are responsive to their unique needs for growth and fulfilment.

Beliefs and Assumptions

At Padua College, we believe that learning behaviour is enhanced through teaching and as such, Pastoral Care is considered an integral part of all teaching and learning experiences. A teacher at Padua College values the importance of professional relationships and is able to secure effective learning behaviour by utilising whole College and classroom teaching and learning practices. The Padua community is informed by an understanding that:

- We are a Catholic, Franciscan school. Teaching, relationship building, resilience, accountability and even discipline, should incorporate Gospel understanding and Franciscan values.

- Principles of Restorative Practise and Restorative Justice enhance a model of student support at Padua College.

- Student development incorporates the whole student; spiritually, personally, socially, morally and intellectually.

- Virtues such as courtesy, respect and simplicity should be at the core of our relationships with students.

- Franciscan charism can be lived through Pastoral Care at Padua College.

- Behaviour is learned and therefor responsible behaviour can be taught.

- Student discipline is best achieved through instruction rather than punishment.

- Internal school-based intervention programs involving support and specialist staff.

- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.

- External support interventions, family education, specialised services and alternate pathways of care.

- Positive behaviour and learning through inclusiveness by catering for different potential, needs and resources.

Pastoral Expectations

As a Franciscan College the expectations for the behaviour of students are based upon the Gospel teaching of peace and goodwill to all. The few rules that exist are designed to help us live and work together in the spirit of this teaching.

The community is guided by the following documents which shape the daily life of a student at Padua:

- Conditions of Enrolment
- Student Expectations
- Uniform and Appearance expectations for students
- Co-Curricular Life Expectations
- The Padua College Anti Bullying Strategy
- The Padua College Computer Misuse / Acceptable User Agreements

Padua College strives to be an environment where each student is valued and nurtured in their development into young men. It is essential that each student's story is known to promote their strengths and guide their weaknesses facilitating the best possible educational, social and spiritual outcomes for the student.

Information gathering and communication is key in allowing teachers to fully know their students and provide them with the best possible environment to achieve success. House/Pastoral Guardians, Learning Enrichment and Heads of Curriculum are responsible for the gathering of supportive information and data to assist students in achieving their potential.

Mi-Class

Teachers are encouraged to enter both positive and negative behaviours into the College's Mi-class data base. This information is used to track and monitor student progress from a holistic perspective and allows staff to develop a full picture of each student's progress.

Pastoral Care Teacher

Each student is part of a small Pastoral Care Class that is supervised by a teacher. That teacher is designed to be a constant in their time at the College and the PC teacher should know the story of each individual student and guide them as they progress through their time at Padua. On the Greccio Campus, the Pastoral Care Class is the same as the core class.

House/Pastoral Guardian

House/Pastoral Guardians are responsible for the Pastoral direction of all those within their house or year level. They collate, review, collaborate and build relationships with all stakeholders involved in the education of their students. Their focus is to know their students fully and work with parents and teachers to get the most out of those under their care.

PC Reports and Co-Curricular Certificate

At the end of term three all PC teachers formally communicate with parents and care givers through the Pastoral Care Report and issuing of their Co-Curricular certificate. In this report, the PC teacher makes a comment on the progress of their students from a wholistic perspective. This process facilitates deepening the PC teacher's knowledge of their PC students and gives parents, in combination with their academic report, a complete picture of their son's progress at Padua.

Our aim is to achieve an environment within Padua College that reflects Gospel and Franciscan values. To achieve the desired environment boys are taught, reminded, supervised and provided feedback on expected behaviours.

Additionally, a number specific curricular and co-curricular experiences aim to teach and reinforce our expected behaviours.

Pastoral Care Class

A student's Pastoral care class is a significant aspect of their life at Padua and their PC teacher is there most important reference within the College. The Pastoral Care teacher acts as the facilitator of the holistic development of their students whilst that are at the Padua College. This includes but is not limited to;

- Academic development
- Spiritual development
- Personal development
- Co-curricular involvement
- General growth and development.

Pastoral Care Daily Activities:

Each day Pastoral Care class should begin with Prayer, daily notices and reading emails, followed by;

Day 1	Tech Check Day + Gratitude Project
Day 2	House Assembly / Campus Assembly + TOLT
Day 3	House Assembly / Campus Assembly + TOLT
Day 4	Gratitude Project
Day 5	Gratitude Project

Franciscan Virtues

Each week through Pastoral Care classes and House assemblies the College focuses on a Franciscan Virtue. These virtues have been identified as cornerstones of a Franciscan education and from the basis upon which our College's Charism is formed.

Think Out Loud Thursday (TOLT)

Think Out Loud Thursday (TOLT) is a program unique to Padua that is delivered every Thursday morning during Pastoral Care class. TOLT focuses broadly on positive mental health strategies along with continuing the College's work on anti-bullying. This program is targeted to assist students in meeting the pressures that students face.

Personal and Life Skills (PALS)

Personal and Life Skills forms part of our timetabled classes and all boys go through this program. It is intended to give the students a greater understanding of subjects that fall outside standardised subjects within the curriculum. Topics such as leadership, etiquette, community preparedness, skills for a healthy life, safe driving and many more are covered in the program.

Liturgical Life

As a Catholic boy's school in the Franciscan tradition Padua College enjoys a rich and full liturgical life. We encourage students to explore their faith through prayer, eucharist, structured classes, liturgy and reflection.

Learning Nest

The Learning Nest is a supervised academic tutoring session that is run in the College library every afternoon. Each session is supervised by Padua staff and College old boys to assist students in their academic studies. Not only does the Learning Nest facilitate student learning, it aims to reinforce to students what is required to achieve academic success.

Student Leadership

Every year boys are nominated by both staff and students to fill numerous leadership roles within the College. These boys act as the benchmark for our students in terms of the required standard to be met.

PC Eagles

PC Eagles is a peer support program run by the School Counsellor in which senior students assist the younger boys of the College by being an approachable resource that students can access. These boys are also responsible for modelling the expected behaviours for all.

Parenting Responsibilities

Parents are integral in teaching and reinforcing expected behaviours of our students. In promoting a strong sense of community parents are encouraged to reinforce College expectations and work with the school when/if their son fails to meet College expectations.

Resilience Project

The Resilience Project is an externally sourced program with a mental health focus that is designed to promote resilience and wellness within our students.

Youth Mental Health First Aid

Utilising professional training in Youth Mental Health First Aid to provide a whole school approach to student wellbeing support.

Various -

Direct social skills teaching	Adjusted curriculum implementation
Orientation and Transition Programs	Data analysis on student wellbeing
Vertical peer support program	Diverse range of co-curricular programs and offerings for all students

House/Pastoral Guardian Role

The House/Pastoral Guardians play an integral role in the development and guidance of all students at Padua College.

Each Guardian is responsible for:

- Overseeing the pastoral care of each students in their House/Year.

- The induction and orientation of new students into the House/Year.

- Through the PC teacher monitoring the attendance of all students.

- Through the PC teacher, monitoring the use of the College.

- The behaviour management of all students in their House/Year.

- Administrative tasks, record keeping and various day to day issues.

- Assisting the appropriate staff with the co-curricular organisation House/Year sport and cultural activities.

- House/Year Cultural activities.

- Performing a number of ceremonial duties.

- Conducting weekly meetings/assemblies.

- Selecting and monitoring the role of Leaders.

- Maintaining strong and open parent communications.

- Attending Year level/House Camps.

- Planning and running College Socials.

- Planning and running Parent/Teacher evenings.

Franciscan Justice – Behaviour Management

Unique to Padua College is the principle of Franciscan Justice. Combining evidenced based strategies derived from Restorative Practice and Restorative Justice approaches to behaviour management, Franciscan Justice aims to build and maintain healthy and positive relationships between all members of the Padua community.

Underpinning the notion of pastoral support implemented through Franciscan Justice is the following ideology:

- Francis wanted all of his brothers and sisters to find the '***The Best of Humanity'*** in each other.

- Francis had a vision of the human person. In that vision, every person had equal respect for each other and their humanity. This was not respect in terms of intelligence, standing or input to society, but an acceptance that every person has something individual and unique to contribute to our world. Beggars to business people should be respected equally. This process is commonly referred to as 'Bonem' and means to find the good in all.

- As part of this vision of the Human Person, Francis believed we should always be looking for the highest value of each person – looking for the positive rather than focusing on the negative qualities of an individual.
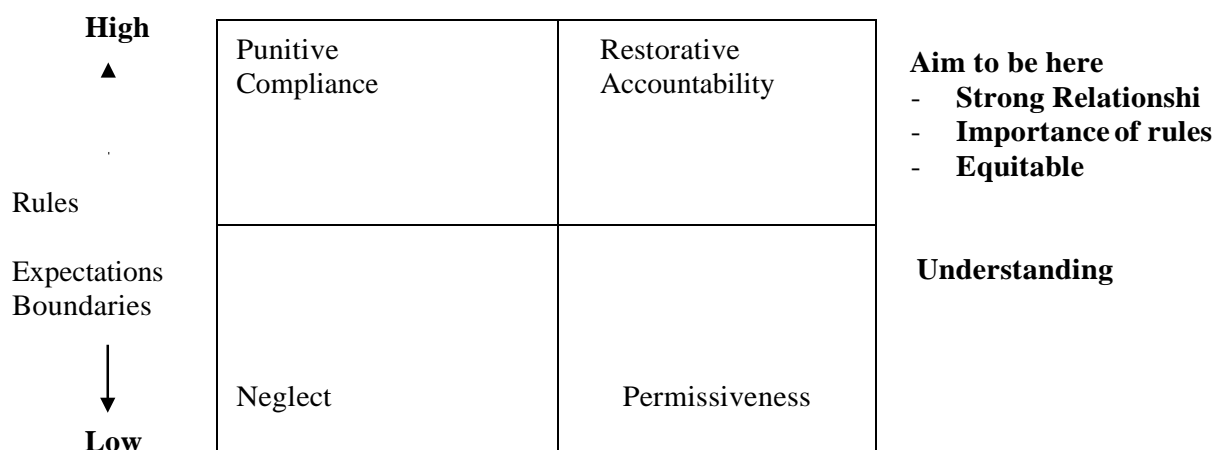
Key Understandings of Franciscan Justice

- Learning is our foremost concern.

- Everyone has a right to work and learn in a safe, positive and supportive environment with a responsibility to respect those around them.

- Productive efforts should be acknowledged, rewarded and logical consequence applied to inappropriate behaviour.

- The primary aim of a teacher in behaviour management at Padua College is to develop positive, preventative relationships with their students in a safe learning environment.

Key Principles of Franciscan Justice

- The importance of the student/teacher relationship is the fundamental key to holistic education and specifically, behaviour management.

- The notion of considering an outcome before implementing a strategy.

- Awareness should focus on an understanding of the impact the behaviour has caused and those it has affected (both positively and/or negatively).

- All parties involved in the breakdown of any relationship are actively involved in the Franciscan Justice process and can consider their accountability.

- A student's welfare throughout the Franciscan Justice process is paramount.

- Poor behaviour is recognised as an opportunity to grow and learn despite the outcome of the Franciscan Justice process.

- All parties involved are clear on the expected behaviour.

Franciscan Justice Matrix:

High ▲	Punitive Compliance	Restorative Accountability
Rules		
Expectations Boundaries ↓	Neglect	Permissiveness
Low		

Aim to be here
- **Strong Relationshi**
- **Importance of rules**
- **Equitable**
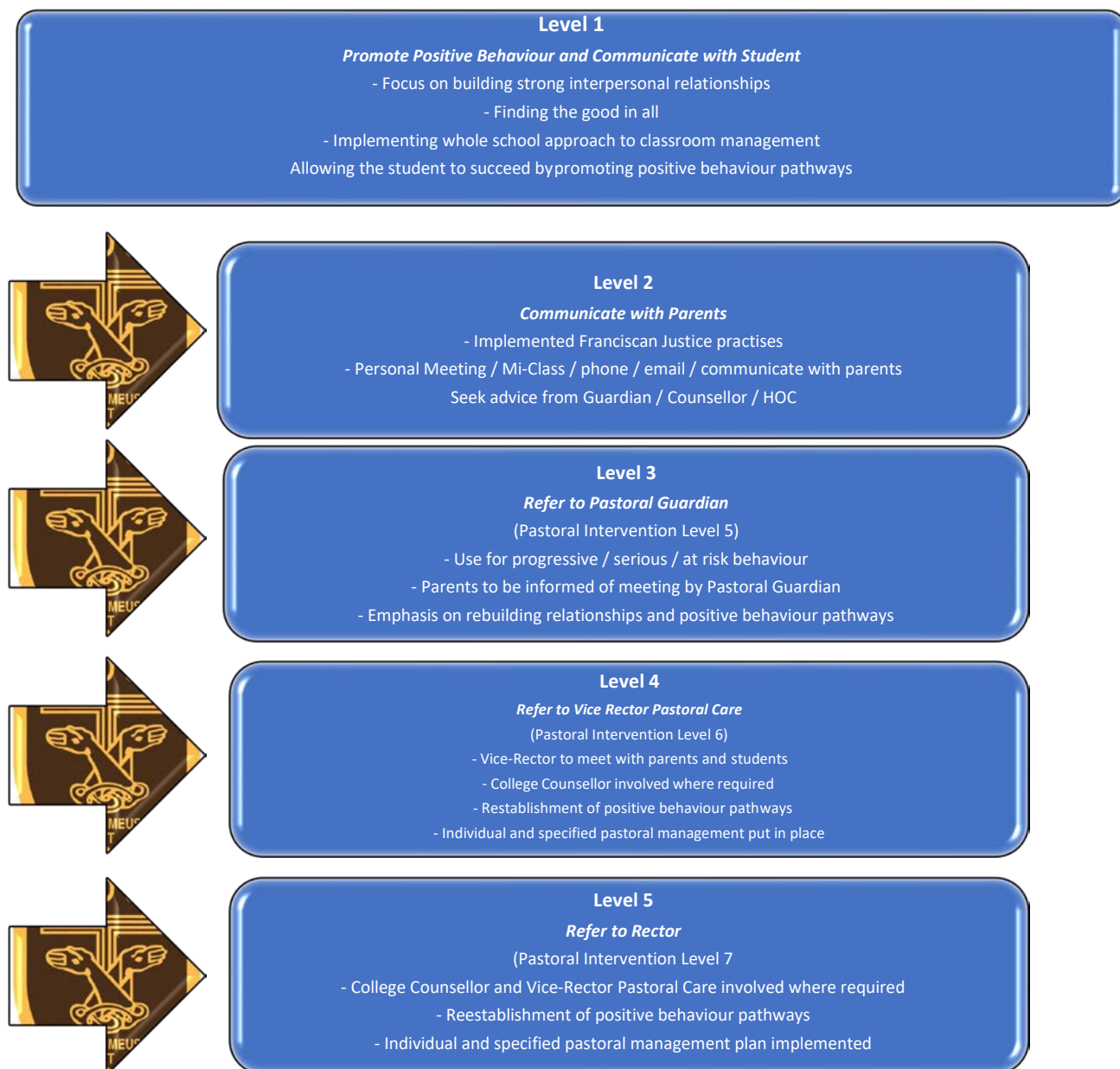
Understanding

Key Questioning for Franciscan Justice:

To the individual who caused the breakdown of the relationship	*To the individual who was affected by the breakdown in the relationship*
What happened?	What did you think when you realised what had happened?
What were you thinking about at the time?	What affect has the incident had on you and on those around you?
What have you thought about since the incident?	What has been the most challenging part of this for you?
Whom do you think has been affected by your choices?	What do you think needs to happen to make things right?
How do you think you can make things right?	

The Pastoral Levels

The Pastoral Level System is a live reflection of a student's commitment to all aspects of College life. This commitment includes, but is not limited to, behaviour, academic effort, co-curricular involvement, liturgical and charitable endeavours. The Pastoral Level system integrates with the Franciscan Justice approach to behaviour management to offer a student support cycle that both encourages positive behaviour and offers pathways of support for breaches of rules, regulations and expectations.

Cycle of Student Support:

Level 1

Promote Positive Behaviour and Communicate with Student

- Focus on building strong interpersonal relationships

- Finding the good in all

- Implementing whole school approach to classroom management

Allowing the student to succeed by promoting positive behaviour pathways

Level 2

Communicate with Parents

- Implemented Franciscan Justice practises

- Personal Meeting / Mi-Class / phone / email / communicate with parents

Seek advice from Guardian / Counsellor / HOC

Level 3

Refer to Pastoral Guardian

(Pastoral Intervention Level 5)

- Use for progressive / serious / at risk behaviour

- Parents to be informed of meeting by Pastoral Guardian

- Emphasis on rebuilding relationships and positive behaviour pathways

Level 4

Refer to Vice Rector Pastoral Care

(Pastoral Intervention Level 6)

- Vice-Rector to meet with parents and students

- College Counsellor involved where required

- Restablishment of positive behaviour pathways

- Individual and specified pastoral management put in place

Level 5

Refer to Rector

(Pastoral Intervention Level 7

- College Counsellor and Vice-Rector Pastoral Care involved where required

- Reestablishment of positive behaviour pathways

- Individual and specified pastoral management plan implemented

Pastoral Intervention Levels

PI5
- PI5 Pastoral Level indicates that there is concern over a student's application to College life. Specific behaviours may include but are not limited to:
  - Disruptive behaviours, failure to follow reasonable instructions, rudeness, inappropriate language, unsatisfactory work, poor uniform and appearance, minor breaches of the College technology policies, bullying and anti-social behaviours or other breaches of College expectations.
  - It would be anticipated that any student receiving an academic or behavioural afternoon detention may move to a PI5 Pastoral Level.

PI6
- The PI6 Pastoral Level indicates that there has been no serious improvement from a PI5 level of behaviour or there has been a serious breach of College expectations. Specific behaviours may include but are not limited to:
  - Smoking, truancy, severe or repeated breaches of the College Technology Policy, second offence or serious bullying, severe or repeated breaches of school expectations, vandalism, insolence, theft or other breaches of College expectations.
  - It would be anticipated that any student receiving an internal or external school suspension may move to a PI6 Pastoral Level.
  - An interview with a member of the Pastoral Care Team may be requested at this level.
- As a result of his behaviour, a student on a PI6 may lose College privileges including but not limited to: College socials, tours, camps, excursions, lunch time activities, cross campus visits.

PI7
- The PI7 Pastoral Level indicates that a student has continued to ignore direction and guidance from Guardians, Vice Rector and Rector. He continues to demonstrate Level PI6 behaviours or has been involved in behaviours of extreme severity.
- As a result of his behaviour, a student on a PI7 may lose College privileges including but not limited to: College socials, tours, camps, excursions, lunch time activities, cross campus visits.
- The Rector, in consultation with parents and all concerned may decide that a student on a PI7 should leave the College or the student's enrolment may be terminated.

PI8
- As a result of a serious breach of the College enrolment policy, ongoing behaviour issues or as deemed appropriate by the Rector, a student may receive a PI8. At this level, a student's enrolment is immediately terminated.

Padua College Pastoral Levels

Level 1 · Level 2 · Level 3 · Level 4 · PI5 · PI6 · PI7 · PI8

Pastoral Levels

1

A Pastoral Level 1 is awarded to those students at Padua who historically display the highest level of commitment to the College. They excel across many areas of College life, inclusive of academic application, Catholic spirituality, behavioural, cultural, community and co-curricular activities. Students who obtain this level are to be congratulated.

Students in Year 12 who obtain a Pastoral Level 1 by term 3 become eligible to be considered for the Minister Provincial's Award presented at the Padua College Prize Giving Evening.

Students in Year 8 who obtain a Pastoral Level 1 by term 3 become eligible to be considered for a Year 8 Pastoral Level Award presented on House Assembly during Term 4.

2

A Pastoral Level 2 is awarded to those students at the College who work well above College expectations and exemplify the Franciscan values of courtesy and respect for all. These students also display leadership qualities and are role models for their peers. It is expected that all students on a Pastoral Level 2 should be striving to achieve a Pastoral Level 1. Students who have obtained this level are to be congratulated.

3

A Pastoral Level 3 is awarded to those students at the College who maintain positive behaviour and who engage more fully with College life and College expectations. These students exceed the College minimum expectations and are to be congratulated on reaching this level.

4

A Pastoral Level 4 is awarded to those students at the College who maintain the expected standards in behaviour, uniform, academic application and co-curricular participation.
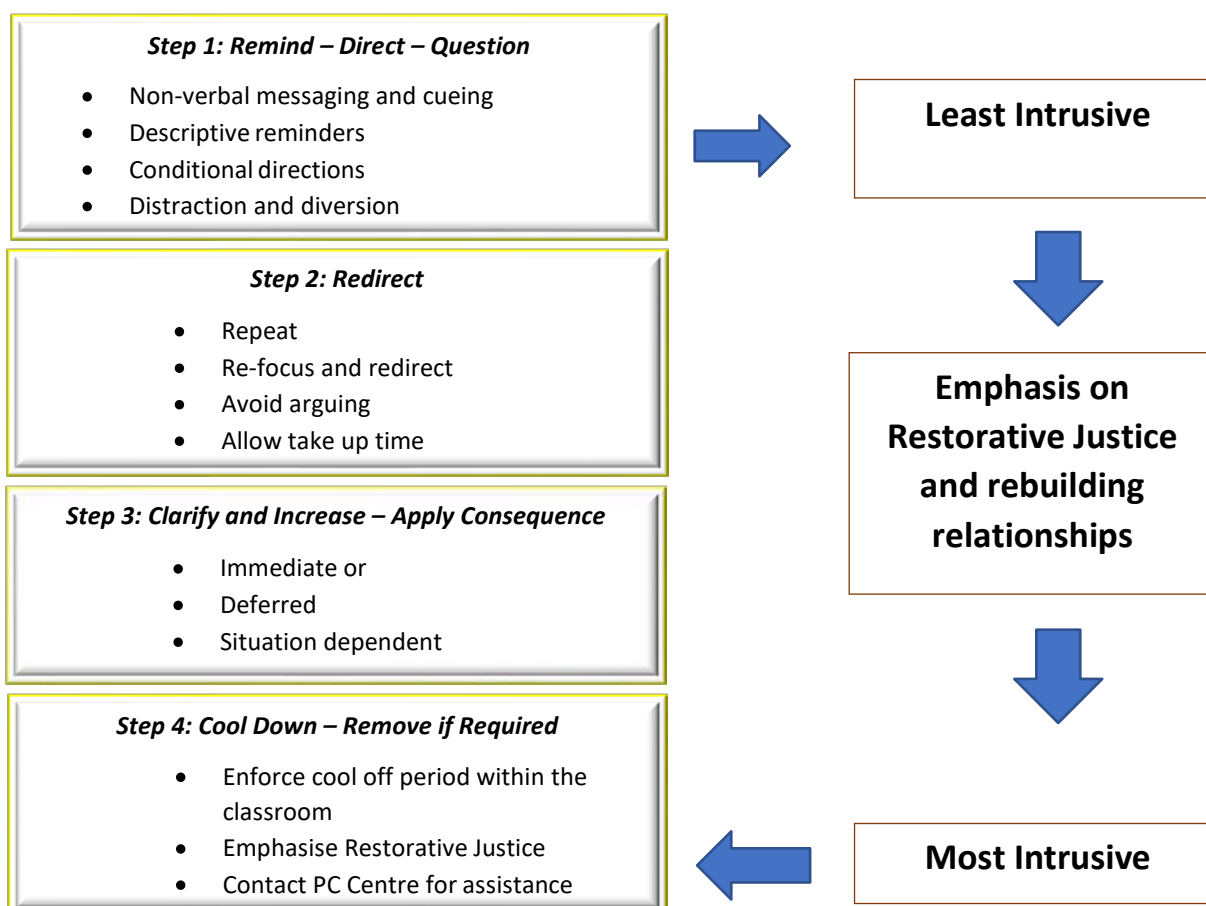
Pastoral Responses at Padua College

Even with strong, professional relationships and an infused understanding of the teachings of St Francis when teaching and supporting appropriate behaviour, some problem behaviour will still occur. To correct behavioural "errors", we have a system in place that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from relatively minor ones, to chronic persistent minor behaviours and to more serious major problems.

When responding to inappropriate student behaviours, staff members attempt to manage issues at the lowest level possible while maintaining the dignity of all. The first level strategy that staff members use when responding to inappropriate behaviour is to use a Franciscan Approach to classroom management.

Classroom Management

Effective teachers can structure and organise the classroom for effective learning in a positive classroom environment. Consistency offered by a whole school approach allows for effective management and modification of behaviour. The following practises aim to achieve consistency and effectiveness for all staff when dealing with inappropriate classroom behaviour:

Dealing with Inappropriate Classroom Behaviour at Padua College

Step 1: Remind – Direct – Question

- Non-verbal messaging and cueing
- Descriptive reminders
- Conditional directions
- Distraction and diversion

Least Intrusive

Step 2: Redirect

- Repeat
- Re-focus and redirect
- Avoid arguing
- Allow take up time

Step 3: Clarify and Increase – Apply Consequence

- Immediate or
- Deferred
- Situation dependent

Emphasis on Restorative Justice and rebuilding relationships

Step 4: Cool Down – Remove if Required

- Enforce cool off period within the classroom
- Emphasise Restorative Justice
- Contact PC Centre for assistance

Most Intrusive

The Detention Process:

- The lunchtime detention room is used as a venue to facilitate the Franciscan Justice process. All relational transactions that occur in the detention room are based on the implementation of Franciscan Justice and involve both the teacher and the student at the core of the relationship breakdown and a restorative process.

- When issuing a lunch detention, the student arriving at the venue should see this as the consequence of their actions /behaviour. The restorative aspect then needs to begin. The following process should occur:

- Both the student and teacher arrive at the detention.

- The teacher and the student go through a restorative process that focuses on the student's poor choices and the impact they have had on those around him.

- Using a scaffold provided by their Guardian in the detention room, the student is required to consider his actions and communicate how he will then restore the relationships he has damaged.

- Restorative practice does not remove consequences, but rather delivers a mindful engaging consequence that will lead (eventually and hopefully) to behavioural change.

It is important to note:

- In order for the 'Franciscan Justice' process to take place, the teacher must be present for this process to begin.

- The Franciscan Justice scaffold is designed so that once the teacher has begun the process they can leave and have lunch and the continuation of the process is overseen by a Pastoral Guardian.

- All incidents should be recorded in Mi-Class to keep parents and staff informed and to maintain appropriate pastoral tracking.

Detentions may take the form of the following:

- Lunchtime detention
- Monday Afternoon Detention
- Friday Afternoon Detention
- Saturday Detention

Suspension and Exclusion:

While Padua College would encourage students to 'work through' discipline issues and stay in the College, there is also recognition that in some cases where serious breaches of school rules or law occur, it may be necessary to have procedures for the exclusion of students from school. (Suspension and Exclusion Policy V1.0 June 2015)

The Purpose of a Suspension:

Suspension is imposed as a disciplinary measure and for no other reason. The purpose is to:

- Signal that the student's present behaviour is not acceptable

- Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources and set in motion a plan for assisting the student to demonstrate appropriate behaviour. For students with high support needs, action is taken to review the implementation and efficiency of educational adjustments and behavioural plans and advice is sought from case managers

- Establish a negotiation process for the student's re-entry to the college, based on the student's achieving some explicit goals related to improved behaviour

- Ensure that the student's parents/caregivers are aware of the seriousness of the student's unacceptable behaviour and are involved in the process of negotiation for re-entry

- Protect the right of staff to work in a safe and professional environment and the right of other students to learn without being unduly disrupted or put at risk.

Procedure

Prior to any pastoral intervention for a breach in student expectations, the following procedures will be enacted:

- In the interest of individual equity, an investigation will be conducted where all versions of events/incidents are heard and recorded from all parties involved.

- Any persons with relevant supporting information will be interviewed and comments recorded.

- After weighing up all the pertinent information a decision will be made by the delegated person. A recorded account of events will be entered into the Mi-Class Management System.

- Parents/Guardians of the students involved will be notified of the procedure and outcome either by phone or in person.

- A written letter of suspension will follow.

- The outcome will be gauged against the Pastoral Level System and an appropriate Pastoral Level applied. http://www.padua.qld.edu.au/pastoral-care/pastoral-levels/

- Student/s returning to normal College life will be re-integrated following a restorative meeting with relevant participants.

- Exclusion remains at the discretion of the Rector of Padua College.

<u>Positive Relationships – Responding To Bullying</u>

Students have a fundamental right to learn in a safe, supportive environment and to be treated with respect. Providing safe and supportive environments for learning is essential to achieving school improvement, raising student achievement and attendance levels, promoting equality and diversity, and ensuring the safety and wellbeing of all members of the school community. At Padua College a culture is prevalent where all acknowledge and understand that student safety and wellbeing is the responsibility of everybody. The College does not condone any behaviour which compromises the safety and wellbeing of any student or staff.

<u>Bullying</u>
All perceived hurtful behaviour, irrespective of whether it meets the definition of bullying, will be addressed by the College. Padua College takes the issue of bullying and cyber safety very seriously.
Bullying is when one person (or a group of people) targets another person in a repeated and unreasonable manor and creates a risk to health and safety. While bullying may take numerous forms, it frequently involves a power imbalance between two parties.

Padua College takes the issue of bullying and cyber safety very seriously and any concerns raised will be investigated.

<u>What is NOT Bullying?</u>
Although it's neither respectful, nor acceptable if someone behaves in a mean or aggressive way on one occasion, it may not be considered bullying. Conflict or fights between equals and single incidents are typically not defined as bullying. A fight or disagreement between two people of equal power or status is not generally considered bullying. There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying but nonetheless, any concerns or incidents raised will be investigated. Such behaviours include:

Mutual conflict which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others. Again, while these actions may not be labelled as bullying, they are still not acceptable.

Classroom management and student management in line with practises guided by the Staff Code of Conduct, Student Support Framework and College Student Handbook to manage student behaviour does not constitute bullying.

What should I do if my child tells me they are being bullied?

Help your child to identify the bullying behaviour and ask them:

- What has been happening?
- Who has been involved?
- Where have the incidents occurred?
- Has anyone else seen the bullying behaviour?

Discuss with your child some immediate strategies. Make a plan to deal with the bullying. Encourage them to:

- talk with the teacher
- stay calm
- move away from the situation
- firmly say "No!", tell the bully to stop

Contact the school to check that your child has spoken to someone about the problem.

What a student should do if they are being bullied:

- stay calm
- tell the bully to stop
- move away from situation
- talk to someone you trust about what has happened, for example a parent/carer, teacher or friend, and get them to help you to take the right steps to stop the bullying

When talking about what has happened make sure you tell them:

- What the person/s has been doing?
- Who has been involved?
- Where have the incident/s occurred?
- Who else has seen the bullying behaviour?
- How often has it happened?
- What have you already done about it?
- Keep on talking until someone listens to you and the bullying stops.
- Don't blame yourself for what is happening.

What should a student do if they see someone being bullied?

If a student sees someone being bullied (or witness' it online), keep safe and choose your response to match the situation:

- speak up and let the person doing the bullying know that what they are doing is bullying
- refuse to join in with the bullying and walk away
- help the student who is being bullied to ask for help
- ask a teacher or support person for help report what happened

Conflict

- Conflict is a mutual disagreement, argument or dispute between people where no one has a significant power advantage, and both feel equally aggrieved.

- Conflict can be a precursor to bullying where there are instances of repeated conflict and where Conflict is different to bullying because there is always an imbalance of power in bullying. However, poorly resolved conflict situations, especially those involving friendship break-ups or romantic break-ups sometimes lead to either aggressive behaviour or bullying.

- Conflict can the balance of power changes.

Aggression

Aggression is words or actions (both overt and covert) that are directed towards another and intended to harm, distress, coerce or cause fear.

Violence

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

Cyber Safety

Padua College teaches and expects Cybersafe behaviours include safe, respectful and responsible use of internet and mobile phone technology. Behaviours which are not cybersafe include:

Cyber Bullying:

Unsafe, disrespectful and irresponsible technological practices maybe considered cyberbullying. Cyberbullying is the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically.

What does cyberbullying look like?

Cyberbullying can occur in many ways, including:

- abusive texts and emails
- hurtful messages, images or videos

- imitating others online
- excluding others online
- humiliating others online
- nasty online gossip and chat.

Cyberbullying actions include, pranking (i.e. hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. It is also cyber bullying when a student uses technology to run a multi-step campaign to bully another student (e.g. setting another student up to be assaulted, video recording their humiliation, posting the video-recording online and then sending the website address to others).

How should a student handle cyberbullying?

- Talk to someone you trust straight away—like a parent, sibling, uncle/aunt, teacher or friend, or contact Kids Helpline 1800 55 1800.

- Save, store, screenshot emails, chat logs, posts or SMS's, collect the evidence—keep mobile phone messages, take screen shots and print emails or social networking conversations.

- Block and delete the bully from all contact lists, change privacy settings.

- Do not respond to nasty emails, chats, SMS or comments – this is what the bully wants so ignore them. (They will need your help to do this)

- Have some 'down time' without computer or mobile. Give yourself some time away from technology just for a break.

- If the bullying continues – delete your current email, MSN, Hotmail, Facebook, etc and start a new account. Only give your new details to a small list of trusted friends.

- Report the abuse to the service and safety commissioner website.

- Do something you enjoy—catch-up with friends, listen to good music, watch a good show or chat online to people you can trust.

- Get a new phone number if being harassed on your phone. Report the problem to your phone company and insist on a new number for free.

- Remember you didn't ask for this—nobody deserves to be bullied and you will get through this.

What if a friend is being cyberbullied?

If you have a friend or know someone at school who is being cyberbullied:

- Don't join in—don't comment on posts, images or videos that will hurt others.

- Don't forward or share posts, images or videos that will hurt others.

- Leave negative groups and conversations.

- Report bullying to someone that can help—this can be an anonymous report to a parent or teacher.

- If you are confident, call others on their bullying and ask them to stop - 'Enough. This isn't funny'.

- Support your friend online and offline—'I heard about the posts-you don't deserve it. I'm here for you'.

Cyber Fight:

Cyber fight is conflict that is carried out through the use of mobile phone or Internet technologies.

Cyber Harassment:

Cyber harassment is a single episode of aggression (e.g. an insult, threat, nasty denigrating comment) against a specific student carried out through internet or mobile phone technologies.

Sexting:

Sexting is the sending of sexually explicit messages or photographs of oneself or others, using mobile phone technology either by request or spontaneously. It can also include posting of this material online. A student's current, or potential romantic partner, may be the source of a request to engage in sexting. Such photos may be sent (without permission) to many other people or used to coerce or blackmail after a relationship breakup.

It is important that students and parents understand that the production or distribution (including texting and posting) of lewd images of themselves or others may constitute child exploitation material pornography with a potential criminal penalty.

What will the school do?

In situations where bullying occurs, staff at the school may:

- assist students to develop more appropriate social skills
- implement a behaviour management plan or playground plan for individual students
- explicitly teach about conflict and bullying
- implement resilience and anti- bullying programs
- conduct mediation sessions
- address bullying in their curriculum.
- apply disciplinary consequences
- teach students how to cooperate and "get on" with others
- run programs that help students become more confident
- run anti-bullying workshops
- have special meetings to work things out with the involved students
- have students complete classroom tasks about bullying in school subjects.
- apply disciplinary consequences
- implement resilience and anti- bullying programs
- conduct mediation sessions
- address bullying in the curriculum.

The school will not give you any of the personal details of other students involved. They will not give you any details of consequences given to other students involved because of privacy requirements.

Padua College proactive methods to prevent bullying and cyberbullying

- Year 7 and 8 Digital Citizenship Course
- Respectful Relationships Unit Yr 9
- Life skills Curriculum
- Year 5 Transition Program – Defining Bullying
- Year 5 and 6 Resilience Project
- Whole College Anti-Bullying Contract
- Year 5-10 Bully Buster's Days (Brainstorm Production Presentations)
- Year 7 Personal and Life skills focussed lessons
- Year 11 Sexting Presentations
- Think out Loud Thursday (TOLT)

General:

- Education at House Assemblies
- Education at Whole School Assemblies
- Involved in the National Day Against Bullying
- Educative Newsletter Articles
- Think Out Loud Thursday (TOLT) Emotional Wellness program

Where can I get more information/help about bullying?

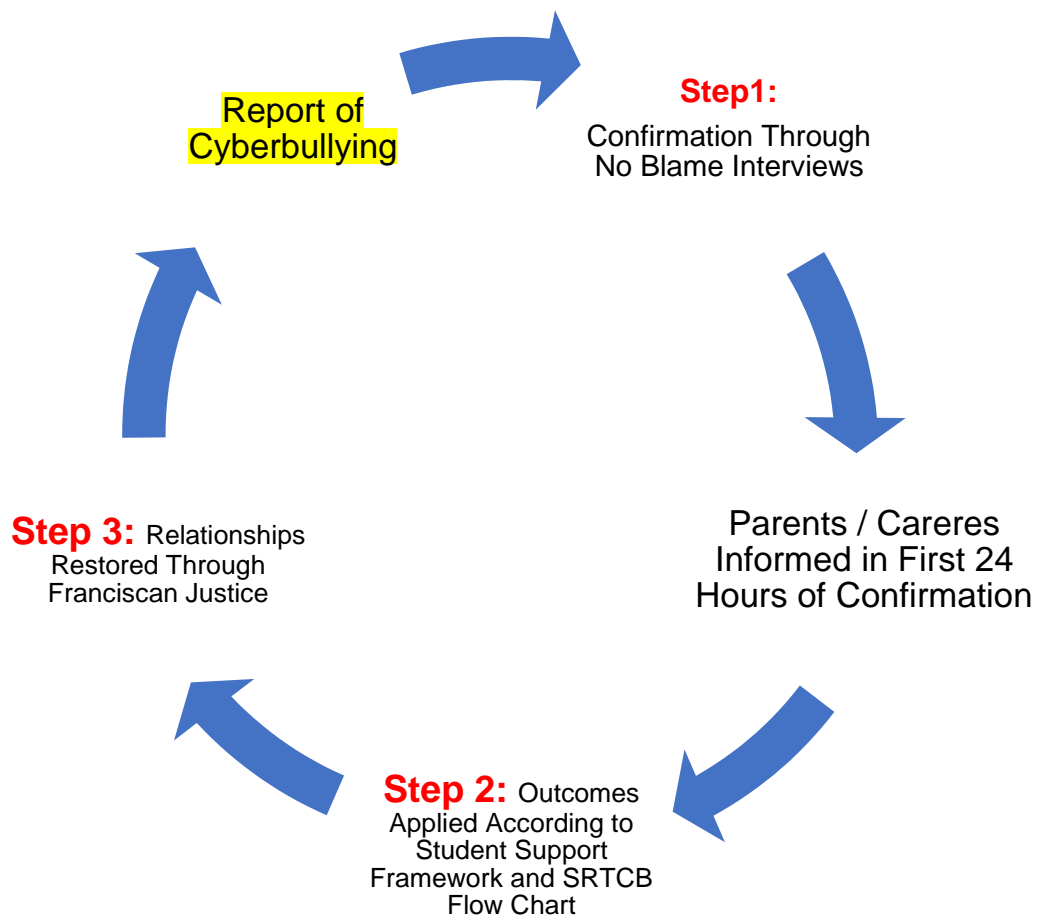**Kids Helpline:** a free, private and confidential, 24-hour telephone and online counselling service for young people aged between 5 - 25 years. http://www.kidshelp.com.au/

Act Smart Be Safe: a gateway for parents/carers, students, teachers and the community to access information to help improve youth safety. http://education.qld.gov.au/actsmartbesafe/

Bullying. No way!: an online resource providing information for parents/carers, students and educators. http://www.bullyingnoway.com.au/who/default.shtml

KidsMatter: a school based framework that aims to improve the mental health and wellbeing of children. http://www.kidsmatter.edu.au/

ReachOut: an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. Reach Out also has information on how young people can get the best help from services, as well as opportunities to connect with other young people. http://au.reachout.com

Managing Cyber Bullying:
A 3 Step Process

Report of Cyberbullying

Step1: Confirmation Through No Blame Interviews

Parents / Careres Informed in First 24 Hours of Confirmation

Step 2: Outcomes Applied According to Student Support Framework and SRTCB Flow Chart

Step 3: Relationships Restored Through Franciscan Justice

Padua College Specific Response To Cyber Bullying

Does the online behaviour/incident negatively impact student wellbeing and/or the good order and management of the school?

Yes | No

1. Initiate an incident response as soon as possible
   - Timeline and record
   - Inform parents/guardians

2. Initiate an incident response as soon as possible
   - Gather and preserve and evidence
   - Confiscation of digital device where appropriate

3. Initiate an incident response as soon as possible
   - Has a law been broken?
   - Reference the appropriate department to report to

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cyber me Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency to report potential crimes that do not negatively impact the good order of

Potential

Crime

Yes

No

Inform the student's parent/s (and student if appropriate)

Principals may start contact with a law enforcement agency and share information when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. Principals may continue to investigate the matter for disciplinary purposes subject to all laws and Catholic School Authority procedures.

4. Take steps to remove the upsetting or inappropriate content
   - Where appropriate, request poster to remover inappropriate content. For assistance with this see the resources at the social media safety centre and/or involve your Catholic School Authority or QCEC;
   - Use the online Australian Cybercrime Online reporting Network's (ACORN)

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school and the wellbeing of students, the principal must, where appropriate, take:

- Statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (eg where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community.

OR

- use non-statutory options to respond to incidents in a reasonable, proportionate and consistent manner, for example: discussion with student's parent/guardian informing them of the incident and your course of action; student mediation; apology; ICT/mobile technology ban; guidance referral.

6. Student welfare

Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support. Regularly (weekly at first, then monthly) follow up with students and parent to confirm there is no ongoing negative behaviour/bullying.

7. Recording the incident

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's behaviour record system.
Track and analyse the grouped collective behaviour incident data to detect patterns that focus school preventative strategies.

CONDITIONS OF ENROLMENT

**Parents and students accepting these CONDITIONS OF ENROLMENT are reminded that in doing so you enter into a contractual agreement with the school authority (in the person of the current Rector) and the governing body –
The Board of Directors, Padua College Limited.**

A.   Padua College is a Catholic school, and a community inspired by the vision of Saint Francis of Assisi where the Gospel values of joy, courtesy and peace are fostered. Participation by every student in the Religious Education program is required, including attendance at College Liturgies. Exemption from this vital dimension of the school's life for any reason would be unacceptable, even from those enrolments accepted from other than Catholic students and families.

B.   Membership of this school community implies specific relationships between students, parents and the school, relationships that are founded on our core Gospel beliefs. Acceptance, courtesy and respect and dignity must, therefore, be accorded to every member of the College community. Bullying, intimidation or threat to other persons is counter to every value we hold dear, and will not be tolerated, and may result in suspension or expulsion from the College.

C.   Padua College has an overriding need to ensure that its standards and values are accepted and cherished by all members of its community. When appropriate and necessary for the school's disciplinary code (aimed at ensuring a safe and controlled environment in which all can develop to their full potential) or to ensure the physical and moral safety of all students, the College reserves the right to confiscate forbidden or dangerous property, and to take whatever other necessary action (searching of lockers, bags, desks, etc) to deal with those suspected of threatening, by commission or omission, the good of this College community.

D.   Prohibited drugs are forbidden. The possession, use or trading of such substances by students when on College property, in school uniform or when associated with the College in any capacity, will lead to immediate exclusion from the school. Likewise, the use of tobacco and alcohol is not permitted by students while in uniform, on College property, or in any situation in which they may be representing the College.

E.   Padua College has a clear and required uniform and grooming code, the full acceptance of which must be made before enrolment can be validated. Normal schoolboy haircuts are required. No layered, rigid or undercut styles are acceptable. Students must be clean-shaven, with sideburns no longer than to mid-ear. No shaved styles, though reasonable length crew cuts are acceptable. No extremes or variations to the student's normal hair colour. Hair must be off the ears and collar and when combed forward, it must also be off the eyes. A watch worn on the wrist is the only form of jewellery allowed. Black leather and cleaned shoes are to be worn.

F.   Attendance at evening House Eucharist's, AIC and CIC Swimming and Athletics Carnivals, Prize Giving Evening, and other activities associated with Padua College community life are compulsory. Dates for these are shown in the calendar handed to families at the beginning of the year.

G.   Camps and excursions as set out in the College's yearly calendar are integral to the life of the College. Apart from medical reasons (supported by a Doctor's Certificate) or unavoidable family emergencies, attendance is required. The College accepts its responsibility to ensure Duty of Care in all such situations.

H.   Co-curricular activities are integral to the Curriculum of the College and are important ways in which the gifts of every student can be nurtured and shared. In the matter of Sport, participation as designated in the College's timetable, and on other occasions arising from our membership of the Associated Independent Colleges [AIC] in the Secondary School and the Combined Independent Colleges [CIC] in the Primary School, or by the House System, is required as part of the life of the College and integral to the growth and development of each student. Participation by all - according to the relative abilities of each student is mandatory. Students are not to play club sport or take up employment that would mean they are unable to play competition sport for the school or attend training sessions. Students, who played contact club sports such as Rugby Union, Rugby League and Australian Rules, will be expected to play Rugby Union for Padua College. Students will only be allowed to nominate for representative teams provided such commitments do not clash with school commitments and they have the Rector's written approval.

STUDENT EXPECTATIONS

INTRODUCTION

As a Franciscan College the expectations for the behaviour of students are based upon the Gospel teaching of peace and goodwill to all. The few rules that exist are designed to help us live and work together in the spirit of this teaching.

GENERAL PRINCIPLES

1. Courteous and respectful behaviour is expected from all. For example: courtesy should be shown to teachers, other members of staff, other students and to visitors. Everywhere we should promote the good of others, in peace and reconciliation.

2. The College's expectations of courtesy and respect naturally apply when students travel to and from school.

3. On all other occasions, for example at AIC Sport, any school socials or any other school occasion, students' behaviour is of concern to the College.

4. Students are expected to respect school property and will normally be required to meet the expenses of breakages or damage for which they are responsible.

5. All students are expected to carry their student ID with them when travelling to and from the College and during the normal school day.

6. All students are expected to demonstrate a commitment to all facets of College life. This commitment includes House Carnivals, Eucharist's and College Exam Block. Students failing to meet these commitments may have their student privileges revoked.

7. In matters of serious concern, such as: The use of drugs and alcohol, dangerous items, dangerous or violent behaviour or wilful damage, students should refer to the overriding conditions of enrolment for Padua College.

STUDENT APPEARANCE

1. The College uniform is normally expected to be worn to and from school every day and at specified school functions. The full uniform is to be worn until the end of Pastoral Care or Assembly and, at all outdoor assemblies, the hat is worn.

2. Students are expected to keep their uniforms neat and tidy with shirts tucked in and long socks pulled up. When ties and long-sleeved shirts are required, ties should be done up correctly, shirt sleeves rolled down and long trousers worn.

3. The College uniform should be appropriately fitted and not be ripped, torn or damaged.

4. In Years 5-12 the College bag is compulsory. All bags are to be kept free from graffiti.

5. On special occasions permission may be given for the wearing of casual clothes to school or at a school function. Whatever the occasion, clothing should always be kept neat and tidy. Covered footwear must be worn. Shoes are to be black leather and to be kept polished.

HAIR POLICY

The College hair policy states: **"Normal schoolboy haircuts are required with no extremes or variations of normal hair colour."**

Hair:

- Does not touch the eyebrows when the fringe is combed forward.

- Does not touch the collar when combed back.

- Does not pass mid temple when swept forward at the side.

- Is of a consistent length and natural in colour.

- Is worn in a neat and tidy fashion and is not cut in an attention-seeking manner.

Students are expected to adhere to this policy at all times.

UNIFORM REGULATIONS

The school uniform is:

- College grey shorts with black belt or grey long trousers with black belt (standard College issue only).

- Striped short sleeved shirt with Padua badge on pocket (Years 5-12) or striped long-sleeved shirt with Padua brown tie (Years 5-12).

- Black leather lace-up shoes, long grey Padua socks with stripes and garters or if long trousers are permitted, black socks are worn.

- The College blazer is compulsory for Years 10-12 in Terms 2 and 3. When the blazer is worn, the student must wear long trousers and the Padua brown tie. The College pullover may be worn by all students.

- The Padua broad brimmed hat must be worn at the College. Students must wear the hat to and from home. In the event that a student has lost/misplaced or cannot attend a school day without their College hat, parents are asked to provide written documentation acknowledging they are aware of this situation. The student should then obtain a uniform slip from his PC teacher or House Guardian.

- The College tie is to be worn in Terms 2 and 3 and for some special functions.

The Sports Uniform is:

A Padua House shirt and black shorts, Padua white socks, joggers - preferably with non-marking sole and the Padua broad brimmed hat.

AIC SPORTING FIXTURES

All Firsts teams wear their full College uniform to and from the fixture. All other players wear either their 'playing uniform' or their sports uniform, black shorts, Padua College polo shirt and enclosed footwear, including either their College broad-brimmed hat or Padua Spirit Cap.

Student spectators are encouraged at sporting fixtures. If students have played on the day and remain to support other matches, they are able to wear their 'playing uniform' or sports uniform. If they do not play on the day, full College uniform is required to be worn.

Variations of the College sports uniform (including camp, team and Representative clothing) is not permitted for players and spectators.

THE SPORT PROGRAM

Sport at Padua College is an important part of the curriculum. It allows the students to learn and appreciate the meaning of personal, team and school commitment, loyalty, discipline, support, sportsmanship, camaraderie and friendship between members of their own teams and other school teams.

- Students are to make themselves available for the AIC sporting competition.

- They will be required to make a commitment towards any training or special coaching clinics which are organised for school players to develop their skills fully.

- On any occasion where they are representing or supporting the school, full uniform or sports uniform MUST be worn while travelling to and from the venue. When students are travelling to the sporting venue, they are required to go directly there.

- Students' behaviour is expected to be of the highest standard at all times.

- The Players' Code of Behaviour involves:

  o Playing sports for the good health they promote and enjoying being involved in sporting activities with friends, and for the satisfaction that comes from doing your best, which will mean accepting victory and defeat in the same, well balanced manner.

  o Playing by the rules of the sport and accepting the decisions of the officials, umpires, referees and selectors.

  o There is never any excuse for bad language whether at training or when playing. Students using bad language or racial taunts may be removed from the field and will be suspended from playing sport for 2 weeks.

  o Giving your teachers, coaches, parents, spectators and officials the respect and thanks they deserve for training you, supporting you, transporting you and generally making your sport possible.

Remember that any poor sporting behaviour reflects badly on you, your parents, your coaches and your school.

Parents whose behaviour is inconsistent with what is expected of their sons are not welcome at Padua College sporting events.

PADUA COLLEGE

ANTI-BULLYING STRATEGY

Padua College has a "hands off" policy in place at school to ensure an environment where students have:

- ☐ The right to be safe
- ☐ The right to be respected
- ☐ The right to learn
- ☐ The right to be supported

All students at Padua College will participate in regular education and awareness programs designed to facilitate learning around the topic of anti-bullying. These programs include;

General Anti Bullying Awareness   **Anti-Bullying Contracts**
Resilience building   **Bully Busters Days**

In the event a bullying incident occurs, action taken by Padua College may include, but is not limited to;

House/Pastoral Guardian Intervention

First Offence
Bullying Report
Afternoon Detention
Parental Contact
Conflict Resolution
PI 5 PASTORAL LEVEL

Vice Rector Informed or Involved

Second / Serious Offence
Bullying Report
Parent Interview
Possible Suspension
Student Counsellor
PI 6/7 PASTORAL LEVEL

Rector Informed or Involved

Third Offence / Very Serious
Bullying Report
Parent Interview
Enrolment Reviewed by Rector

PADUA COLLEGE

BULLYING – A SERIOUS ISSUE- **<u>Student Agreement</u>**

KINDS OF BEHAVIOUR CLASSED AS HARASSMENT OR BULLYING

Individuals or a group may commit a range of repetitive behaviours designed to disrupt another person in a variety of ways. Behaviours include, but are not limited to:

<u>Cyber</u>:

- ☐ Taking or sharing images without consent.
- ☐ Cyber harassment.
- ☐ Inappropriate posting etc.
- ☐ ID theft and fraudulent behaviour.

<u>Emotional/Social</u>:

- Name calling
- Put downs
- Using offensive names
- Abusive language
- Degrading comments based on a person's ***culture, gender, religion, socio-economic background***
- Ridicule based upon a person's appearance
- Writing derogatory graffiti about others
- Crude notes or drawings about others
- Spreading rumours about others and their families
- Belittling another person's abilities and achievements
- Excluding people from a group
- Teasing
- Threats
- Extorting money

<u>Physical</u>:

- Hitting
- Punching
- Pushing
- Spitting
- Sexual abuse
- Hiding, damaging or destroying property belonging to someone else

Ostracizing or excluding those who report bullying and/or support those who are victims of bullying constitutes a serious bullying offence.

I have read the above and understood that this sort of behaviour is unacceptable. I will play my part to ensure that our school remains a safe place for everyone.

*Name:*_____ _____

*Signature:*_____   *Date:*_____/_____/_____

When dealing with an issue of bullying at Padua;

The principles of natural justice and procedural fairness require we make a decision based on the balance of probabilities. That is, that the events did occur as described based on a standard of proof.

At all times, actions should be considered with a view to implementing principles of Franciscan/restorative justice for all those involved.

Specifically, the following should be considered -

- All allegations of bullying should be taken seriously.

- Respond quickly and appropriately to each instance of reported or potential bullying

- All allegations should be investigated, and both the viewpoint of the victim and the accused bully should be considered – no blame interviews

- Once you have an understanding of the specific incident, consider the factual matrix - who, what, where, when, why and how?

- Do further witnesses need to be interviewed or spoken to?

- At this point families should be formally contacted (phone or meeting) to update on the situation

- Should interim measures be put in place to ensure there is a minimised risk of harm during the resolution process

- Do you need to inform any other parties related to the incident?

- What is the outcome? Does this fit the Behaviour Levels and Bullying Policy?

- Ensure further and appropriate communication with involved families.

Acceptable Technology Use

LEVEL ONE: **Education by Padua College on the acceptable use of computers and technology in an educational environment.** • Technology Induction • Educational Presentation • Acceptable Computer Use	**Signing of Acceptable User Agreement**
LEVEL TWO: **Breach of Acceptable User Agreement or deliberate inappropriate use f technology. Examples include but are not limited to (first offence):** • Playing Games • Inappropriate Image Use • Inappropriate Downloading • Inappropriate Browsing (inc. YouTube) • Posting of unapproved web content relating to or making reference to Padua College Logo on any form of interactive digital media • Physical Damage to Hardware • Any other breach of the Digital Communications guidelines of Padua College	**CONSEQUENCE:** • Meeting with House/Pastoral Guardian • Review of Acceptable User Agreement • Friday Afternoon Detention • Loss of Internet Access, other than the Learning Management System (LMS) for 2 weeks.
LEVEL THREE **Breach of Acceptable User Agreement for a second time or deliberate inappropriate use of technology to a more severe extent then Level One. Examples include but are not limited to;** • Use or a proxy site/ VPN • Cyberbullying • Repeatedly playing games • Date changing to circumvent system settings • Initiating executable files • Posting of unapproved web content relating to or making reference to Padua College or inclusive of the Padua College Logo. (more severe) • Physical damage to hardware or jail breaking a device. • Inappropriate or unapproved use of a device camera	**CONSEQUENCE:** • Meeting with House/Pastoral Guardian • Review of Acceptable User Agreement • Possible Suspension • Loss of internet access • Moved to a Pastoral Level PI5/PI6
LEVEL FOUR: **Breach of Acceptable User Agreement for a third time or deliberate inappropriate use of technology to a more severe extent then Level Two. Examples include but are not limited to;** • Continued use of a proxy site • Cyberbullying (severe or repeated) • Repeatedly playing games • Initiating executable files • Intentionally uploading viruses • Illegal downloading • Deliberately undermining secure technology • Intelligence theft/Actual theft • Repeated or more severe posting of unapproved web content relating to or making reference to Padua College or inclusive of the Padua College Logo • Physical damage to hardware or jail breaking a device.	**CONSEQUENCE:** • Meeting with Vice Rector and or Rector • Review of Acceptable User Agreement • Suspension • Loss of internet access • Moved to a Pastoral Level PI6/PI7

PADUA COLLEGE

Mobile Phone Acceptable Use Procedure

1.   Scope

Padua College ('College') has established the following Mobile Phone acceptable use procedure ('procedure') for mobile phones that provides teachers, students, parents and guardians specific guidelines and instructions for the appropriate use of mobile phones during College hours and at after College hours events.

This procedure applies to all students at any Padua College campus or property, including during College excursions, extra-curricular activities, and camps at Amaroo outdoor education facility.

2.   Purpose

2.1   The widespread ownership of mobile phones among young people requires that College administrators, teachers, students, parents and guardians take steps to ensure that mobile phones are used responsibly.

2.2   This procedure is designed to ensure that potential issues involving mobile phones can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

2.3   It is important that students, their parents and guardians must read and understand the Mobile Phone Acceptable Use Procedure.

3.   Rationale

3.1   Padua College recognises that many students and their families own a mobile phone. We also recognise that some parents and guardians request that their child bring a mobile phone to College for safety and security reasons, primarily to be used on the way to and from College.

3.2   The College recognises that personal communication through mobile technologies is an accepted part of everyday life and that such technologies need to be used appropriately.

3.3   Our core business of teaching and learning needs to be conducted in an environment that supports the balanced use of technology. Therefore, the

College strongly discourages the bringing of mobile phones to College by students.

3.4 However, the College acknowledges the need to ensure appropriate communication beyond the College day and allows students to bring mobile phones to College, but only within the parameters of the procedure as stated below.

4. Mutual Responsibility

4.1 It is the responsibility of students who bring mobile phones to College to abide by the requirements outlined in this procedure.

4.2 The decision to provide a mobile phone to a child should be made by parents/guardians with appropriate discernment.

4.3 Parents and guardians should be aware if their child takes a mobile phone to College. The College does not accept responsibility for any loss, damage or costs incurred with bringing the mobile phone to Padua College.

4.4 Parents and guardians are reminded that in cases of emergency, the College office remains the primary and appropriate point of contact and can ensure your child is reached quickly and assisted in the appropriate way.

5. Acceptable Uses

5.1 In general, students should not bring valuable items to College, as they can be easily lost or stolen.

5.2 In acknowledging the appropriate use of mobile phones for communication and safety and the diverse nature of the College day at Padua College, students are permitted to use their phone on College grounds before 8:00am and after 3:00pm.

5.3 Parents are reminded that in cases of emergency the College office is the primary and appropriate point of contact to ensure your child is reached quickly and assisted in an appropriate way. It is expected that all communication with students between these hours (during the College day) would occur via email or through the College office.

5.4 During the College day, mobile phones should be switched off and kept in a student's locker.

5.5 Students should protect their phone numbers by only giving them to friends and keeping a note of who they have given them to.

5.6 The appropriate use of mobile phone technology, such as social media applications and messaging is bound by the Acceptable Use Policy: Internet and Network Services. All students conduct should comply with the expectations outlined in this Policy.

6. Unacceptable Uses

6.1 Unless express permission is granted by a member of the Pastoral team, mobile phones should not be used to make calls, send SMS messages, surf the internet, take photos or use any other application during College lessons and other educational activities, including but not limited to assemblies.

6.2 In the event of an emergency or by expressed permission, students needing to use their mobile phone should report immediately to the College Pastoral care centre.

6.3 Mobile phones must not disrupt classroom lessons with ringtones or beeping.

6.4 The College policies and procedures in relation to student behaviour and conduct apply when using technologies like mobile phones. Using mobile phones to actively participate in behaviour like bully, threatening other students is unacceptable and will not be tolerated. In some cases, it can constitute criminal behaviour.

6.5 The use of mobile phones while participating in extra-curricular activities is not permitted. This includes but is not limited to using mobile phones during performances, while at training or during any event that could be considered a formal or informal learning time.

6.6 Mobile phones are not to be used or taken into changing rooms or toilets or used in any situation that may cause embarrassment or discomfort to their fellow students, staff or visitors to the College.

7. Consequences of inappropriate Conduct

7.1 Students who are seen with a mobile phone on College premises between the hours of 8:00am and 3:00pm will have their phone confiscated by staff. This includes when a phone is heard beeping or ringing in class.

7.2 On the first infringement of this procedure:

- the mobile phone would be confiscated by the teacher and taken to a secure place within the College office.

- The student must meet their Pastoral or House Guardian to retrieve their phone at the end of the College day.

- The student must present their Student Handbook in order to receive their phone.

7.3   Students who have their mobile phone confiscated will be issued an afternoon detention.

7.4   Students repeatedly failing to meet these expectations may incur further consequence.

8.   Padua College Greccio (Year 5 and 6) Campus

8.1   Students on the Greccio Campus are expected to adhere to the procedure, with the addition of the following Greccio campus specific requirements:

- Students are asked to keep their phones in their College bags or to leave them at the Greccio campus office

- Families of Year 5 and 6 are asked to please refrain from emailing their child during the College day. All correspondence with students on the Greccio Campus should be directed through the College office / Greccio office.

9.   Smart watches and smart devices

9.1   In all circumstances, smart watches and smart devices are considered mobile technology and as a result, full under the inclusion of this procedure.

9.2   Smart watches are permitted to be worn on a daily basis for normal, time telling and watch functions. Students caught using a smart watch for functions outside of the operations of a normal watch (notifications, SMS, internet browsing etc.) will be understood to have breached this procedure.

9.3   No exception is given to the provision for smart watches or smart devices to be taken into an exam or assessment period. Students are asked to not bring these devices into this environment. Staff reserve the right to remove such a device in these circumstances.

10.   Summary

- Students are not to use their phones between 8:00 am and 3:00pm.

- All use of mobile technology should meet the Acceptable Use Policy: Internet and Network Services.

- Smart watches and smart devices are considered mobile technology.

- Breaches for not meeting the above expectations will result in afternoon detention in the first instance.

- The College accepts no responsibility for lost, stolen or damaged phones.

- Parents and guardians needing to communicate with their child throughout the College day should do so via email (7-12 only), or through the College Office

ACCOUNTABILITY	
Role	**Responsible**
Rector	Responsible for the Procedure
Vice Rector Pastoral Care	Implementation and Management of the Procedure
HR/Compliance Officer	Review and Compliance of Procedure

REVIEW AND APPROVAL				
Version	**Author**	**Authorisation**	**Approval Date**	**Next Review**
1.0	Ben Lowrie	Peter Elmore	2018	2019
2.0	Ben Lowrie	Peter Elmore	28/11/2019	2020