



## Purpose

The Loreto College Ballarat Student Behaviour Policy reflects the school community's shared expectations in relation to student engagement, attendance and behaviour. This Policy sets out the clear definitions and understanding of aims and principles that govern action in order to support students' behavioural, educational and emotional engagement.

This Policy provides an overview of how Loreto College Ballarat will:

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

This Policy should be read in conjunction with all School policies, including Attendance Monitoring Policy and the CECV Positive Behaviour Guidelines 2018.

## School Profile

Loreto College Ballarat is committed to providing equitable access and opportunity for all. The school 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 school community is the building of genuine, authentic relationships. The development and promotion of high-quality relationships are responsibilities shared by all members of the school community. 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.

## Rationale

At Loreto College Ballarat we strive to provide an inclusive education which values diversity and celebrates difference. Diversity is 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. 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.



## Vision, Mission and Values

Loreto College Ballarat has its foundation in the gospel of Jesus Christ and is proud to be part of and contribute to the larger Catholic community. Loreto College builds on a strong and proud tradition of the education of girls, one which strives to offer 'a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in loving and responsible service.' (Loreto Schools of Australia Mission Statement)

## Aims

Our college is a community that exemplifies the gospel values of love, forgiveness, justice and truth. Our school community recognises that everyone has the right to be respected, to feel safe and be safe and, in turn, our school community acknowledges each member's own obligation to behave responsibly. This Policy is intended to guide our school's actions. It has been developed in consultation with the school community and seeks to prioritise respectful relationships and safety in response to the rights and needs of all members of the school 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 school community to be safe. Every person at the school has a right to feel safe, to be happy and to learn. Therefore, our school 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; and
- to foster self-discipline and to develop responsibility for one's own behaviour.

## Principles

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

The development and promotion of high-quality relationships are responsibilities shared by all members of the school community. Teachers, students, families, parish members and the wider community contribute to and share in the responsibility to foster life-affirming relationships that recognise and support the inherent dignity and safety of each person. Members of the school community are expected to contribute to the mission and vision of the school and to understand their rights and acknowledge their obligation to behave responsibly.

As a provider of Catholic education, the school Principal will take into account the need for the school community to represent and conform with the doctrines, beliefs and principles of the Catholic faith when making decisions regarding matters of school administration, including enrolment. Pupils and families

who are members of other faiths are warmly welcomed at our school. However, the school 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 Catholic school community.

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

## Global Principals

- 1. In each classroom, Students and Staff have the right to do as much work as possible.**
- 2. Students and Staff have the right to feel comfortable and safe in the learning environment.**

Loreto College values the rights of all students to learn. Any behaviour that has an impact upon the learning environment should be addressed.

Teachers are responsible for providing a classroom environment where all students are included and where the curriculum is accessible to all.

Students are responsible for managing their own behaviour within that environment.

Should an incident occur, a restorative practice approach will be the preferred method to encourage the student to consider the impact of their actions and to explore ways in which they can repair any harm caused by their actions.

In the event of an issue affecting the whole class a facilitated classroom conference or no blame conference will be considered.

## Definitions

### **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.

### **Behaviour**

The way in which one acts or conducts oneself, especially towards others. In general terms, it can be considered to be anything we say or do.

### **Behaviour of concern**

May include behaviour that could be labelled as inappropriate, unacceptable, bullying, harassment and victimisation.

Includes anything a person does or says which is likely to limit or deny access to regular school routines and activities Includes anything a person does or says which causes stress, worry, risk, of or actual harm

to others. Is anything a person does or says of such intensity, frequency or duration that the physical safety of the person or others is impacted.

Unacceptable or inappropriate behaviour can take place in different environments and mediums e.g., sporting field, school yard, bus, line, classroom online, via social media, writing, drawing, gesture.

### **Behaviour support**

The educational support a student receives from the schools in order to learn and maintain identified behaviour.

### **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, pattern or repetition of events in which one individual has demonstrated unacceptable behaviour consistently towards another individual.

### **Criminal offences**

Behaviour that may be serious enough to constitute a criminal offence. If an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.

### **Discriminatory conduct**

Conduct whereby an individual is treated less favourably on the basis of a relevant attribute, including their sex, race, sexual orientation, age, disability, religion or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.

### **Expected behaviour**

Behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, and assembly, gathering) and treating others as you would wish to be treated. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with school rules and behavioural expectations.

### **School Wide Positive Behaviour**

Support School-Wide Positive Behaviour Support (SWPBS) is a broad range of systematic and individualise strategies for achieving important social and learning outcomes in schools while preventing problem behaviour.

### **Student**

A person enrolled at a Loreto College Ballarat.

## **Legislative Context**

The *Education Training and Reform Regulations 2017* (Vic.) (sch 4 cl 12) outlines the School's obligations to ensure that the care, safety and welfare of all students attending the School. In discharging duty of care responsibilities, the School 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 school must also comply with legislation related to Occupational Health and Safety (OH&S) 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.)

This document is also informed by the following resources:

- [Guidelines to the Minimum Standards and Requirements for School Registration](#)
- Australian Student Wellbeing Framework  
<https://studentwellbeinghub.edu.au/educators/framework/>
- CECV Intervention Framework 2015 [www.cecv.catholic.edu.au/publications/CECV- Intervention-Framework.pdf](http://www.cecv.catholic.edu.au/publications/CECV-Intervention-Framework.pdf)
- CECV Positive Behaviour Guidelines 2018