



Rationale

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

Students in DOBCEL Schools present with a diversity of needs and require support in a range of ways, including behavioural support. Well-articulated school policies on behaviour expectations and management, if age-appropriate, pastorally driven and focused on ensuring a just and reasonable balance of individual and community rights, will assist in building and maintaining a positive school culture and a safe learning and work environment for students and staff.

DOBCEL is committed to fostering a positive culture and a safe and inclusive learning environment in schools. The dignity of each person is respected at all times. This implies that each person behaves in a manner characterised by mutual trust and respect so that all students are able to participate fully in an environment that enriches their spiritual, physical, intellectual, emotional and social growth and outcomes.

From time to time, students, for various reasons, engage in inappropriate behaviour. The response and educative process by others in understanding this behaviour can either hinder or assist in long-term positive behaviour of the individual. It is important, therefore, to have a whole school approach to expectations, development of knowledge, skills and capabilities, support, response and management of student behaviour that is consistent with the school's vision.

Every member of the school community has a right to participate fully in an educational environment that is safe, supportive and inclusive. The safety and wellbeing of others will be an important consideration in determining the reactions to and consequences of inappropriate behaviour.

The DOBCEL Behaviour Management policy and procedure is approved by the Board of DOBCEL and ratified by the Member, the Bishop of Ballarat. The documents provide the principles and key elements of DOBCEL's approach to managing its responsibilities and obligations for the care, safety and welfare of students in DOBCEL schools in supporting positive behaviours in schools. All DOBCEL Schools must implement the DOBCEL behaviour management policy and ensure that the procedures implemented at school level are consistent with the DOBCEL procedures.

Definitions

At Risk behaviour is any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional or psychological harm.

Behaviours of concern May include behaviour that could be labelled as inappropriate, unacceptable, bullying, harassment and victimisation. It includes anything a person does or says which is likely to limit or deny access to regular school routines and activities. Such behaviours may be those a person does or says which causes stress, worry, risk, of or actual harm to others. It may be 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.

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

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.

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

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.

Dynamic Risk Assessment means to make an on-the-spot assessment of the likely outcomes of the available options before deciding which option to choose in a situation which is stressful and evolving rapidly.

Expected 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. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with school rules and behavioural expectations.

Mechanical restraint refers to the use of a device to prevent, restrict or subdue a person's movement for the primary purpose of influencing that person's behaviour. It does not refer to therapeutic devices, prescribed by appropriate professionals and those approved for purposes such as vehicle safety restraints.

Pastoral Care is defined as the actions of a personal, social, physical, emotional, mental or spiritual nature taken within the educational community by its leaders and community members to promote and enhance the wellbeing of the individual. Key elements of wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviour and personal resilience.

Program Support Group (PSG) comprises the people with the best knowledge of and responsibility for a student, including parents/guardians, an advocate for the parents (optional), the student's teacher(s) or nominated staff member, senior staff and invited consultants who work together to establish goals, plan for adjustments to programs plan for ongoing education and monitor learning progress. Decision and formal communication will generally occur in PSG meetings. A PSG may also be referred to as a Student Support Group (SSG).

Reasonable action means to take action that is proportionate and necessary. What is considered reasonable may depend on individual circumstance and is a matter of professional judgement.

Restraint refers to physical restraint. Physical restraint is the use of force to prevent, restrict or subdue the movement of a student's body or part of their body where the student is not free to move away. Restraint **does not** include 'protective physical interventions' which involve physical contact to block, deflect or redirect a student's actions or disengage from a student's grip. In these instances, the student remains free to move away.

Restrictive intervention is any intervention which restricts a person's freedom of movement.

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

School-wide positive behaviour support (SWPBS) is a framework that brings school communities together to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. SWPBS can be implemented in any school setting to support students from Foundation through to Year 12. The framework supports schools to identify and implement successful evidence-based whole-school practices to enhance learning outcomes for children and young people.

Seclusion is the solitary confinement of a student in a room or area from which their exit is prevented by a barrier or another person. Seclusion involves 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 be physically able to (e.g. The door is not locked). Seclusion **does not** include safe places, time out or chill out rooms, these being conditions set up to support students.

Student

A person enrolled at a DOBCEL School.

Student behaviour support plan is a working document designed to clearly outline the adjustments that will be implemented to maximise a student's engagement, thereby increasing learning outcomes. It is developed in consultation with those who know the student well, including medical or allied health professionals.

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

Time out. A procedure in which the person is separated temporarily from a rewarding environment as part of a planned and therapeutic program to modify behaviour.

Vulnerable students

The DOBCEL Board requires that the Principal of each DOBCEL School considers the special provisions that may apply where vulnerable students and families are concerned, in determining whether to instigate processes associated with suspension, negotiated transfer or expulsion.

Such students include Aboriginal and Torres Strait Islander students, students with disabilities, students in out of home care, students from culturally or linguistically diverse communities and those with mental health issues.

Negotiated Transfer involves a change of school by a student either between Catholic Schools, or to a school within another sector, or to an alternative educational setting. In the case of students who are of post compulsory school age, a wider range of options might be considered, for example a negotiated transfer, either temporary or permanent, to the workforce or to a higher education or training institute.

Wellbeing is defined as a state in which every person realises their own potential, can manage the normal stresses of life and work productively to contribute to their community.

Principles of Governance

Gospel values and the principles of Catholic Social Teaching are reflected in DOBCEL's behaviour management processes. These values influence both DOBCEL actions and response to promoting school environments where the rights of all are respected.

Gospel values and Catholic social teaching are reflected in DOBCEL policies on student wellbeing and influence a school's response to promoting positive pastoral and restorative principles and practices:

Human dignity

Our common humanity requires respect for and support of the sanctity and worth of every human life. All other rights and responsibilities flow from the concept of human dignity. This principle is deemed as the central aspect of the Church's social teaching. The belief that each life has value is shared with International Human Rights which are universal, inviolable and inalienable.¹

Common Good - Each social group, therefore, must take account the rights and aspirations of other groups, and of the well-being of the whole human family. The common good is reached when all work together to improve the wellbeing of society and the wider world. The rights of the individual to personal possessions and community resources must be balanced with the needs of the disadvantaged and dispossessed.¹

¹ *ibid.*

Guiding Principles - Behaviour Management

The Guiding Principles for effective student behaviour include:

- Education on standards of behaviour expected for students attending the school, healthy and respectful relationships (including sexuality), resilience and child abuse awareness and prevention as required under *Education and Training Reform Act 2006(Vic)* and [*Ministerial Order 1359, Child Safe Standards – Managing the Risk of Child Abuse in Schools*](#) .
- Zero tolerance of child abuse and prohibition of corporal punishment in all Ballarat Catholic Schools.
- When behaviour does not meet expectations, and an administrative response is deemed necessary, the principles of natural justice and procedural fairness will apply.
- The recognition that all members of the school community are worthy and have a right to work and learn in a safe, positive environment.
- The best interests of the child are the primary consideration.
- All students have a right to be supported to learn positive behaviours, self-manage and self-regulate their behaviours.
- Positive behaviour is best learnt and supported in a whole of school approach that incorporates a multi-tiered continuum of support.
- It is expected that behaviour expectations meet and reflect the needs of each Ballarat Catholic School community and promote the values of honesty, fairness and respect for others. All members of the school and wider community share the responsibility of supporting positive student behaviour by developing and promoting high-quality relationships.
- The community shares the responsibility of fostering life - affirming relationships that recognise and support the inherent dignity and safety of each person.

Policy Statement

DOBCEL Schools are required to implement this policy and develop procedures consistent with this Policy and Procedures document to promote consistent and fair approaches towards managing student behaviour including:

- ensuring that corporal punishment is explicitly prohibited;
- student behaviour procedures that include an explanation of the school's approach to procedural fairness and how it affords procedural fairness to students;
- promoting and supporting positive student behaviour, all students will be provided with the education support needed to learn positive behaviours, value diversity, self-manage and self-regulation their behaviours;
- the best interests of the child is a primary consideration in all student behaviour management response;
- when behaviour does not meet expectations, and a school response is deemed necessary, the principles of natural justice and procedural fairness will apply;
- data will be collected and used to screen, monitor and assess student progress;
- outlining roles and responsibilities for developing, implementing, reviewing and reporting on matters relating to student behaviour and behaviour management.

Responsibilities

The DOBCEL Board will monitor all DOBCEL Schools to ensure they meet the Guidelines to the Minimum Standards and Requirements for School Registration developed by the VRQA as they relate to student behaviour.

The DOBCEL Board will develop policies for Student Behaviour Management and the Executive Director will monitor the implementation of these policies in DOBCEL schools. Policies will be reviewed every three years or more frequently if required. Changes in Student Behaviour Management policies will be communicated to Principals as soon as possible.

The Executive Director will report to the DOBCEL Board on the implementation and compliance across all schools in a regular schedule.

The Executive Director will provide resources to schools to support the development and implementation of school policy and procedures. Principals will receive training to ensure that schools comply with the policy.

Principals develop strategies to ensure appropriate behaviour expectations are understood within their school community. They are required to document the whole school approach to behaviour management in their school.

All DOBCEL schools must adopt a whole-school approach to behaviour management based on developing student knowledge, skills and capabilities in understanding and demonstrating positive behaviour. Schools must also provide clear expectations, processes and consequences that will be implemented if there is inappropriate behaviour. Each school must develop procedures to ensure the requirements of this policy are fulfilled within the school's context. (See Appendix 1).

School-Wide Positive Behaviour Support (SWPBS) Framework

All DOBCEL schools will use the School-Wide Positive Behaviour Support (SWPBS) Framework. SWPBS focuses on strategies and methods that aim to assist students to reduce challenging behaviours and increase success through the learning of new skills. Proactive strategies are aimed at decreasing behaviours of concern and replacing them with pro-social skills that lead to enhancement of positive social interaction.

When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour;
- increased time focused on instruction;
- improved social-emotional wellbeing;
- positive and respectful relationships among students and staff;
- increased adoption of evidence-based instructional practices and
- a predictable learning environment with improved perceptions of safety and increased attendance.

Effective whole-of school approaches to behaviour management require age-appropriate education and skilling of students through processes focused on individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities. The school-wide approach will be consistent with current DOBCEL guidelines for behaviour support.

Three tiers of prevention

A tiered approach is used in DOBCEL schools to promote positive behaviour, prevention, early intervention and targeted support for all students.

Tier 1: Universal Prevention (All)

School wide interventions supporting all students. Tier 1 supports, provide the foundation for learning and behaviour for all students. For most students, this level of support provides what they need to be successful and to prevent future behaviours of concern.

Tier 2: Targeted prevention (Some)

Secondary, high efficiency, rapid response, targeted interventions, supporting groups of students at risk. School supports designed to provide additional practice and feedback opportunities for groups of students with specific skill deficits. The skills developed support students to be successful participation in social and academic programs of the school.

Tier 3: Intensive, Individualise Prevention (Few)

Tertiary supports are the most intensive support the school offers, they are assessment based, intensive, durable procedures supporting individual students. This level of support will often require plans and goals related to academic and behaviour support.

Related Documents and/or Legislation

This Policy should be read in conjunction with:

- DOBCEL Attendance Policy
- DOBCEL Complaints Management Policy and Procedure
- DOBCEL Duty of Care Policy Suite
- DOBCEL Enrolment Policy
- DOBCEL: Suspensions and Expulsion Policy and Procedures
- DOBCEL Learning and Teaching Policy
- DOBCEL Child Safe and Wellbeing Policy
- DOBCEL Prevention of Bullying, Harassment and Discrimination Policy
- CECV Child Safety Commitment Statement
- Code of Conduct for Caring for Children - Professional Standards Catholic Diocese of Ballarat
- CECV Positive Behaviour Guidelines. https://www.cecv.catholic.edu.au/getmedia/bc1d235d-9a98-4bb4-b3ac-84b50fa7c639/CECV-Positive-Behaviour-Guidelines_FINAL2.aspx?ext=.pdf
- Privacy and Data Protection Act (Vic) 2014. http://www.austlii.edu.au/au/legis/vic/num_act/padpa201460o2014317/

Appendices

Appendix 1. Student Behaviour School Policy (Template)

Appendix 2. Student Behaviour School Expectations and Procedures (Template)

Appendix 3. Restrictive Intervention Guidelines for Schools

Appendix 4. Post Incident Checklist for Principals.

Appendix 5. Record of Restraint / Seclusion Form.

Procedures for Schools

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

Students in DOBCEL Schools today, present with a diversity of needs and require support in a range of ways, including behavioural support. Well-articulated school policy and procedures on behaviour expectations and management, if age-appropriate, pastorally driven and focused on ensuring a just and reasonable balance of individual and community rights, will assist in building and maintaining a positive school culture and a safe learning and work environment for students and staff.

These Guidelines for School procedures should be read in conjunction with the DOBCEL Behaviour Management Policy and provide guidance to school communities on the development of processes and strategies to be used to support student behaviour.

To implement the Student Behaviour Management Policy, DOBCEL Schools will develop school level a policy and procedure that includes the following areas:

- School Policy (See Appendix 1)
- Positive Behaviour Education and Support
- School wide Expectations
- Curriculum and programs to explicitly teach personal and social skills
- Documentation and Data Analysis
- Develop school and classroom routines that align with school wide expectations
- Interventions for Unacceptable Behaviour
- Professional learning
- Communication with the school community and external agencies

School-Wide Positive Behaviour Support (SWPBS) Framework

SWPBS is a process that establishes systems and practice for teaching social and behavioural skills which in turn enhance learning and teaching. Schools have a responsibility to provide education in safe and predictable environments. Establishing a positive, proactive, preventative school wide set of behavioural expectations is a necessary first step enabling schools to achieve their goals and responsibilities.

SWPBS is an organisational framework, not a specific "program", "model", "approach", "tool", or "specific curriculum", rather a compilation of research validated effective practices, interventions, and systems.

SWPBS provides a framework for:

- improving the social behavioural climate of schools;
- supporting the impact of academic instruction on achievement;
- increasing proactive, positive, preventive management while decreasing reactive management;

- integrating academic and behaviour supports;
- improving services for all students, including students at risk and students with identified disabilities or diverse learning needs.

Tiered Model of Prevention

DOBCEL schools will consider the behavioural and learning needs of each student through a tiered model of prevention. The tiers, provide guidance on the level of support and intervention required, ranging from preventing the development of inappropriate behaviour (primary) to reducing the impact or intensity (secondary or tertiary) of problem behaviour occurrences.

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Positive Behaviour Education and Support

DOBCEL schools will:

- Adopt the school-wide approach to behaviour management, consistent with the School-Wide Positive Behaviour Support (SWPBS) framework;
- Outline how collaboration with the school community is undertaken to implement a positive behaviour management approach based on restorative justice and processes
- Explicitly prohibit corporal punishment and make the best interest of the child a primary consideration in its approach to student behaviour management
- Demonstrate that restorative justice, positive behaviour, social and emotional learning methods are adopted when dealing with specific behavioural issues, identifying and responding to suspected abuse and learning and teaching within an inclusive classroom
- Ensure teacher supervision is effective in all school environments
- Details steps for managing suspensions and expulsions
- Use the least restrictive intervention to prevent or de-escalate student conduct or emotional states that risk harm to self or others and outline circumstances when it may be necessary to use restrictive interventions

Develop Schoolwide Expectations

DOBCEL schools will:

- Develop school-based policy and procedures that fulfil the requirements of DOBCEL policy
- Identify the roles and responsibilities of staff in implementing whole school plan to support positive behaviour, including suspensions and expulsions
- Demonstrate that the school's approach to student behaviour management, takes into consideration personalised adjustments based on student needs, and that are culturally, developmentally and psychologically appropriate
- Include the school's response to (as applicable in your context):
 - all forms of bullying
 - aggression
 - drug and alcohol misuse
 - risks of suicidal behaviour
 - poor student attendance and truancy
- Include rules regarding personal use of mobile and other electronic devices and responses to breaches of these rules
- Include the school's strategy for communicating with parents on Students' behaviours and how the school communicates these policies and procedures to the school community
- Outline the school's strategy for deciding on disciplinary measures, which considers the best interest of the child and safety and wellbeing of all school staff and all other members of the school community
- Address the school's approach to Student Behaviour Support where the need is identified (i.e. seeking advice from experts, consulting parents to inform personalised student behaviour support plans etc)
- Provide whole school processes and levels of intervention to identify and respond to individual students who require additional assistance and support

Curriculum and programs to explicitly teach personal and social skills

DOBCEL schools will:

- Demonstrate that curriculum includes the teaching of social and emotional skills and positive behaviour skills and key messages of positive behaviour such as feedback and acknowledgment are reinforced in all directions for all students
- Ensure there is a student support team (SST) to assist teachers, students and parents in behaviour management and in developing Individual Behaviour Management Plans (IBMP)
- Promote student voice and participation to provide students with a sense of ownership and empowerment
- Establish social / emotional and educational behavioural support for vulnerable students and monitor and evaluate progress

Documentation and Data Analysis

DOBCEL schools will:

- Outline processes for documenting student data on wellbeing and behaviour records through incident reports
- Record major incidents in the yard or during class using the Student Behaviour Management Register available on SIMON, (Learning Management System) and teachers will keep anecdotal records for minor incidents depending on frequency and context;
- Ensure teachers will communicate behaviour incidents to parents as outlined in a school's approach;
- Establish procedures to monitor behaviour incidents/register and analyse student data.
- Establish procedures for monitoring student attendance
- Maintain a register of suspensions and expulsions
- Ensure major and serious incidents are reported to the DOBCEL Executive Director

Develop school and classroom routines that align with school wide expectations

It is expected that teachers will:

- Set clear expectations about expected student behaviour at all time
- Address behaviour that is inappropriate;
- Reinforce positive behaviour;
- Give clear instructions;
- Redirect learners when off-task;
- Follow through on consequences;
- Discuss with the Principal any concerns or strategies to improve behaviour management;
- Ensure that teaching and learning is engaging and considers the diverse needs of students;
- Communicate with parents as required about student behaviour and engagement;
- Discuss with students how to respond appropriately when other students display problem behaviour, or when they are re-directed or receive a consequence for problem behaviour.

When responding to unacceptable behaviour, teachers will:

- **Redirect low level behaviour** – students will be reminded of the expected school behaviour, and asked to think about how they might be able to act more safely, more responsibly or more respectfully. This will encourage self-reflection and ownership of behaviour.
- **Provide targeted behaviour support** – students who are identified as requiring more targeted support to assist them in meeting the expected behaviour, will take part in the school's particular strategy. These students will receive increased daily opportunities to receive positive contact with adults. They may also receive mentoring or intensive social skills support as required.
- **Provide intensive behaviour support** – students requiring more intensive support are referred to school support personnel as outlined in the school's strategies. The role of the support team is to facilitate a Functional Behaviour Assessment, work together with the child and parents to develop appropriate behaviour supports, monitor the impact of these and, adjust as required. Support from the DOBCEL Management and/or professionals from other agencies may be included in this process when it is appropriate to do so.

Consequences for Unacceptable Behaviour

Schools must make systematic efforts to prevent problem student behaviour by teaching, modelling and reinforcing expected behaviour on an ongoing consistent basis. When unacceptable behaviour occurs, students must experience predictable consequences.

The school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour and the age of the student.

All students and staff achieve this through school/class meetings where unacceptable behaviour is named and the expected consequence is decided and agreed upon. This will be consistent with the whole-school approach to processes and strategies for student behaviour.

Restorative justice procedures should be used to facilitate the conversation regarding behaviour.

Interventions for Unacceptable Behaviour

Removal from classroom

In the case of a student being removed from the classroom, the student must be always supervised and provided with suitable learning activities. If a student requires consistent removal from class, it must be reported to the Principal or Student Wellbeing Leader, or other designated leader and a behaviour management plan is to be implemented.

Restrictive Intervention

If it is necessary to use restrictive interventions to protect the safety of a student and members of the school community, the least restrictive intervention, that is not more restrictive or intrusive than necessary to prevent the person from inflicting harm on themselves or others and is applied, no longer than necessary to prevent harm or danger must be adopted.

Restrictive interventions are used only in emergency situations, when there are no other options for maintaining the safety of others. They must not be used as part of a student management plan. (Appendix 2)

Student sexual offending

The joint protocol, *PROTECT: Identifying and Responding to All Forms of Abuse in Victorian Schools* identifies the approach to responding to and reporting child protection concerns in DOBCEL Schools through the *Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse*.

A staff member must act and follow the *Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse*, as soon as they become aware of a child protection incident, that is, when **a child is experiencing, or is at risk of experiencing, abuse**.

The joint protocol, *PROTECT: Identifying and Responding to Student Sexual Offending* identifies the approach to responding to and reporting child protection concerns in DOBCEL Schools through the *Four Critical Actions for Schools: Responding to Student Sexual Offending*.

Victorian Law holds that students under 10 years of age cannot commit a sexual offence. Guidance on responding to problem sexual behaviour in students under 10 and other forms of student sexualised behaviour which does not constitute student sexual offending can be found in Appendix 1 of *PROTECT: Identifying and Responding to Student Sexual Offending*.

A staff member must act and follow the Four Critical Actions for Schools: Responding to Student Sexual Offending, as soon as they witness an incident, receive a disclosure or form a suspicion that a student is a victim of a student sexual offending and/or a student has engaged in sexual offending.

Where a staff member believes that a child is subject to any other form of child abuse (sexual abuse by an adult), they must follow the procedures outlined in *PROTECT: Identifying and Responding to All Forms of Abuse in Victorian Schools*.

For behaviour that may indicate student sexual offending or sexualised behaviour refer to the following documents:

DOBCEL PROTECT: Reporting and Responding Obligations Policy

DOBCEL PROTECT: Identifying and responding to Student Sexual Offending

YOUR OWN SCHOOL PROTECT: Reporting and Responding Obligations Procedure Schools

Professional Learning

DOBCEL schools will ensure that all staff (including all new staff, replacement and emergency teachers) have access to professional learning that includes:

- understanding the school's approach and strategies to implementing the DOBCEL Behaviour Management Policy and Procedures;
- SWPBS, restorative justice practices, positive behaviour, social and emotional learning, dealing with specific behavioural issues, identifying and responding to suspected abuse and learning and teaching within an inclusive classroom.
- understanding and assisting families and students from culturally and linguistically backgrounds.
- understanding and responding to all legislative requirements.

Communication with the school community and external agencies

DOBCEL schools will:

- Ensure the steps for managing suspensions and expulsions of students are clearly outlined, reflect procedural fairness, and are communicated to parents and guardians.
- Ensure the DOBCEL Behaviour Management Policy and Procedures is available on the school website, and is referred to in the Staff and Parent handbook
- Ensure all members of the school community are aware of the school's expectations and guidelines about student behaviour
- Communicate with external agencies and the DOBCEL Management for additional assistance or expertise in dealing with specific behaviour-management issues when required
- Address the school's approach to coordinating with external agencies and agreed behaviour interventions or therapies provided by external practitioners or agencies