



**POLICIES
SUPPORTING THE
2014 ANNUAL
REPORT**



ST PIUS X COLLEGE

CHATSWOOD

ANTI-BULLYING POLICY

Introduction and Purpose

Bullying is any form of verbal, written (email, graffiti, text message etc), physical abuse or harassment by one individual/group towards another individual/group within the College community. The College Student Diary defines bullying as *"intentional, unprovoked and repetitive behaviour (looks, actions or words) meant to hurt, exclude, or 'put down' someone, individually or in a group."*

The College has a zero tolerance towards bullying in all its forms. The College structures and procedures seek to promptly address bullying incidents and to educate perpetrators in awareness, understanding and less recidivism. Concurrently we aim to build appropriately responsive skill sets, confidence and resilience in victims. In addition, the College endeavours to explore the reasons for bullying behaviour in the perpetrator, with the goal of helping them realise the harmful nature of their actions or words.

The value foundations of our Catholic ethos and well known Biblical examples in the New Testament, such as the words of Jesus, to "do unto others, as you would have them do unto you" (Matthew 7:12) are all helpful concepts, in a Catholic School setting. The College attempts to teach the students to "walk in the shoes of the other person" and to view their words and actions in this context. As well, a further resource can be found in Blessed Edmund Rice's charism (found for example in the College's Mission Statement, Touchstones and Core Values and the Student Code of Conduct) and such values underpin this policy.

Implementation

- Students (and staff) are encouraged to report all bullying incidents. A detailed protocol is published to this end.
- Guidance Coordinators conduct anonymous Bullying Surveys in their Year groups (particularly Years 7, 8 and 9) and evaluate and follow up on results.
- Staff are inserviced regularly on the latest research and effective strategies and responses (e.g. restorative justice/shared concern methods).
- Resources to assist individuals or whole Year Group forms exist within the College and are applied as appropriate, e.g. Michael Carr-Gregg's 'Bullying No Way'.
- Years 5, 7 and 11 are involved in an 8-week Peer Support program during Term 1 each year. This program then forms the basis of any peer mentoring or reporting as appropriate within the College.
- The College Counsellors, Pastoral Care structures and outside agencies and facilitators are utilised as appropriate.
- Established mentor/mentee programs to support students deemed 'most at risk'.
- The College is nationally accredited as a MindMatters School which promotes positive mental health and wellbeing as well as connectedness to school and peer group.

Policy Review

Last Reviewed 12 November 2014
Approved by College Leadership Team.
Renewal Date 2017



ST PIUS X COLLEGE

CHATSWOOD

PASTORAL CARE POLICY

Introduction and Purpose

Pastoral care is the total climate of care which exists in the College. It must reflect the broad Christian ethos of individuals caring for and respecting one another. It is a complex web of human interactions and witness and needs to be reflected through all major aspects of the College. It is permeated by the Charism of Blessed Edmund Rice and guided by the Charter and Code of Conduct of Edmund Rice Education Australia, and the College's Vision and Mission Statements.

Pastoral Care presupposes that all members of the school community are worthwhile and that they have the opportunity to fully develop as an individual. It is based on the following:

- Each person is created in the image of an all loving God;
- Each person is inherently good;
- The role of teachers is to help our students to grow and develop as responsible people;
- Each person is unique, possessing special gifts;
- Each person's way of thinking is considered;
- Each person needs to experience security and belonging;
- Members of the school community are open to, and supportive of, each other.

For the program to be effective, students need to experience an atmosphere of respect, love and support, which is communicated through a variety of inter-personal contacts where the members of the College community take a personal interest in each other. As caring adults, teachers and staff are real to their students so as to help them in their personal growth, without abandoning their own identity. It will involve offering guidance and correction so as to enhance the best interests of the individual and the school community. All members of the community are called to exercise Pastoral Care to each other. Students are known and treated as individuals, but are well known by at least one staff member who helps them in their personal growth.

Most Pastoral Care occurs in the daily interaction and activity of the College and is carried out by all members of the College community. It comes through the ordinary interaction between staff and students. It is often unplanned, and sometimes even unconscious, because it is a disposition. Pastoral Care involves attitudes and relationships both inside and outside the classroom. It is both proactive and reactive so as to best serve the needs of the College community. It is the basis for what occurs at St Pius X College.

Implementation

The following cross references would assist in a comprehension of all the provisions and procedures across the College within the domain of Pastoral Care.

- The EREA Code of Conduct
- The Charter of Edmund Rice Education Australia
- College Vision and Mission Statements
- Staff Handbook – relevant pages
- Staff Handbook Extract – relevant pages
- College Policy and Procedures Booklet
- Attendance Policy
- Anti-Bullying Policy
- Child Protection Policy
- Critical Incident and Management Plan Policy
- English as a Second Language Policy
- Evacuation/Lockout/Lockdown Policy
- Excursions Policies
- Gifted and Talented Policy
- Homework – Policy
- Internet Access Policy
- Prayer Policy
- Student Leadership Policy
- Student Management and Discipline – Policy
- Student Driver and Passenger Policy
- Students with Disabilities Policy
- Student Illness (At School) Policy
- Student (Latecoming) Policy
- Student Medication and Health Management Policy
- Work Experience – Policy
- Safe and Supportive Environment Policy

Policy Review

Last Reviewed 8 November 2014
Approved by College Leadership Team
Renewal Date 2017



ST PIUS X COLLEGE

CHATSWOOD

STUDENT MANAGEMENT AND DISCIPLINE

Introduction and Purpose

Good order and management in the classroom stems from well-prepared and presented lessons and units of work. Classroom teachers are initially responsible for discipline in their classroom, or on any duty they may have on the Yard, Sport or Excursions. Positive reinforcement (e.g. see Awards System – Student Diary) is preferable to punishments. Nevertheless, students need to be educated that actions or inactions have consequences and that with privileges usually comes responsibilities. These are excellent lessons in the formation of young men. Staff and students observe the “hands off rule” and all other mandated Child Protection and Anti-Discrimination, Harassment and WH&S requirements. We are “junior” partners with parents in the education of the young men in our care and the focus is on each individual growing to be an independent, mature and self-directed learner. We follow the Edmund Rice Education Charter and all appropriate values and processes of procedural fairness, (see guide below).

Implementation

- Corporal punishment is strictly prohibited by any member of staff or by anybody on the College's behalf.
- Due process is to be followed at all levels of referral, with use of 'due process' proformas, Student Diary, Notices of Concern, Restorative Justice templates and communication systems, (eg iWise Records).
- Behaviour Contracts, usually of 1 cycle duration, are administered by Guidance Coordinators.
- A teacher may exclude a student from class for 5 minutes for a “cooling off” period if other methods or approaches have been exhausted. The students remain under the teachers' supervision and must be within visual contact.
- A teacher should only send a student to a Guidance/Study Coordinator/Counsellor only after due processes have been followed and with a note, explaining what has occurred.
- **Lunchtime Detention** may only be conducted for 15 minutes and must be held during the last 20 minutes of lunchtime. Those detained should be allowed out for the last 5 minutes of lunch.
- No whole class is to be placed on detention. (5 minutes after a bell at recess/lunch isn't considered detention.)
- **After-School Detention** is conducted on a suitable afternoon after 3.15pm. Students are to receive 24 hours' notice and parents are to be notified (see detention notices in Student Diary). Detention should not exceed one hour. A morning, before class detention, may begin no earlier than 8.00am – with 24 hours' notice.

- **Friday and Weekend Detention** is the prerogative of the Guidance Coordinators and is used for serious or persistent offenders. The Deputy Principal and Head of Student Services are to be informed when this is invoked.

- **"In House" Suspensions** are the prerogative of Guidance/Study Coordinators who will inform the Deputy Principal, Head of Student Services and the Student's Parents/Guardians/Care Giver.

The issues/behaviours/reasons for making "In House" Suspensions may include but are not limited to:

- disrupting the learning of others;
- accumulating or repetition of inappropriate and un-cooperative behaviours;
- failure to follow agreed Behaviour Contracts and unresponsiveness to interventions;
- providing a "cooling off" healing/reflective period before a parental interview;
- involvement in damage to property;
- continued late coming and/or persistent unsatisfactory grooming/uniform standards;
- fractional truancy
- Any behavior which constitutes danger or risk to another member of the College Community.

- **Suspensions** are the prerogative of the Head of Student Services/Deputy Principal who will inform/consult with the Principal and the Students' Parents/Guardian/Care Giver.

The issues/behaviours/reasons for invoking suspension may include but are not limited to:

- Persistent disruption to the learning of others
- Significant breaches of the Student Code of Conduct and/or ICT acceptable use policy and contracts for their personal learning devices (PLDs)
- Attending extended counselling or interventions
- Moving from Notice of Concern Level 1 to Level 2
- Continuation of Bullying/Harassment
- Significant breach of "hands off" rule – physical harm to others
- Possession/carriage of illicit goods or substances
- Any behavior which constitutes significant danger or risk to another member of the College Community.

- **Expulsion** is the responsibility of the Principal, in consultation with EREA. It is a disciplinary step, normally preceded by suspension and applied as the last resort. It is reserved for cases of gross misconduct, serious breaches of school rules or behaviour which is persistently disruptive. It might also be used without previous suspension in cases where the student's behaviour puts at direct risk the health and/or welfare of a student or member of staff within the school. Any such expulsion requires conformity with the recently released Policy from the NSW Minister for Education on **"Information Sharing between Principals and Schools" of (December, 2014)**.

As part of our pastoral mandate and core values, the College assists where possible and reasonable in gaining another position in an alternate school/educational setting.

- **Search:** The College retains the right to search a student's person or property if the student is reasonably suspected of possessing illegal goods or substances. The student will be searched in the presence of two staff members and the student must be present during any search of his property.

Guide to Procedural Fairness

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- Know the process by which the matter will be considered
- Respond to the allegations
- Know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- Impartiality in an investigation and decision-making
- An absence of bias by a decision maker.

Procedural fairness includes making available to Students and Parents or Caregivers the Policies and Procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, the College will establish any need for Parents or Caregivers to be provided with interpreter services and, if required, make arrangements for such services to be available.

Further, in order to maintain procedural fairness:

- Usually it is the Deputy Principal/Head Student Services with Counsellor or relevant Guidance Coordinator who carries out the investigation and makes a recommendation to the Principal who is reserved as the decision maker and adjudicator.
- At the level of long suspension, expulsion or exclusion, the College will offer parents/Guardians/Caregivers/Student(s) to have a supporter/observer attend any formal interviews. File notes of the key points from the interview(s) will be recorded and maintained.

Record Keeping and Notification

- The Head of Student Services will maintain an annual record of Student Suspension and Expulsion and keep all relevant notes and documents for two years. Where expulsion requires appropriate notification to EREA and Information Sharing between Principals and Schools (December 2014) records will be kept for seven (7 years). Further, submissions to any appropriate authority will be made if exclusion (preventing admission to other schools) is part of an expulsion.
- Guidance Coordinators will place on individual student files the notification of "In House" Suspension, Suspension and Expulsion and associated notes and documents.
- Associated notes or copies of documents may be kept on file each year by Guidance Coordinators, College Counsellors, Careers Advisor and other relevant staff members.
- As the College moves to an electronic record keeping system it will develop processes to maintain an electronic record of such material.

Policy Review

Last Reviewed 5 June 2015

Approved by College Leadership Team

Renewal Date 2017 or as needed.



ST PIUS X COLLEGE

CHATSWOOD

COMPLAINTS HANDLING POLICY AND PROCEDURES

Introduction and Purpose

St Pius X College Chatswood is committed to providing a safe work environment for all workers and students. The purpose of this Complaints Handling Policy and Procedures is to establish a framework for the handling of complaints that relate to the operation of St Pius X College Chatswood.

We acknowledge that as either a member of staff, a student, a parent or a member of the wider community you can sometimes feel aggrieved about something that is happening at a school/college which appears unsatisfactory, or unreasonable. You may make a complaint about any policy or procedure, decision, behaviour, act or omission (whether by the Principal, members of the executive or other staff or students) that you consider to be unsatisfactory or unreasonable.

It is always our aim to seek to resolve issues through direct discussion between you and other parties. However there may be instances in which it is not possible to take up the issue with the other party directly or doing this does not resolve the matter. It is in such cases that the Complaints Handling Policy and Procedures should be utilised.

A distinctive feature of the Complaints Handling Policy and Procedures is to ensure, so far as is reasonably practicable, that complaints are addressed in a timely and confidential manner at the lowest appropriate management level, in order to prevent minor problems or concerns from escalating. We expect that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Policy Framework

This is the framework that will govern a complaint you may wish to make. Through this policy we will:

- endeavour to increase the level of satisfaction and improve the relationship between St Pius X College, parents and the wider community;
- improve the level of parent satisfaction with St Pius X College, and the relationship of parents and families with school/colleges and teachers;
- respect and recognise the innate dignity of each person in any way involved with the school/college;
- recognise the rights of a person who is the subject of a complaint (the respondent);
- protect the confidentiality of both you and the respondent;
- recognise and protect your right to comment and complain;
- provide an efficient, fair and accessible mechanism for prompt investigation and resolution of complaints in accordance with the principles of natural justice;
- ensure, so far as is reasonably practicable, information is available on the complaints handling process;

- enable the nature of complaints to be monitored to improve the quality of services by identifying and rectifying practices that may be impeding the quality of services;
- ensure, so far as is reasonably practicable, that the complaint handling process is transparent and comprehensive.

The following principles inform the content of this policy:

(a) Commitment

This school/college will investigate all complaints in accordance with this policy. This will be reflected in the:

- adoption and distribution of the complaints handling policy and procedures
- appropriate training of workers in the implementation of this policy
- ongoing monitoring and evaluation of effectiveness of the Complaints Handling Policy and Procedures

(b) Responsiveness

Complaints will be dealt with promptly. The process and the time needed to resolve an issue will vary depending on the nature and complexity of the issue.

(c) Visibility

The existence of this complaint handling policy and procedures, its purpose and the method of accessing it will be promoted internally for staff and externally to the community.

(d) Subsidiarity

The process of responding to a formal complaint will reflect the principle of subsidiarity. This means that we expect that complaints may be resolved wherever possible at the lowest level of management necessary for their proper resolution. The Principal, therefore, will not be directly involved in the resolution of those complaints which are more appropriately handled by others in the school/college community.

(e) Procedural fairness

The principles of procedural fairness will be followed in all aspects of complaint handling. Procedural fairness includes:

- giving you the opportunity to put your case
- offering reasonable assistance to you to enable the complaint to be made and to know the complaint handling procedures
- informing the respondent of the substance of the complaint and providing an opportunity to respond
- providing the respondent with information about the complaint investigation process including outcomes
- handling the complaint process confidentially
- determining complaints as expeditiously as possible and advising you and the respondent of the outcome of the investigation;
- assessing the facts and circumstances of the situation objectively and determining the complaint fairly and equitably;
- providing you with details of the determination and reasons for the decision
- informing you and the respondent of any avenue for review

(f) Confidentiality

Confidentiality is an obligation to the provider of information while privacy is an obligation to the subject of the information. In making a complaint you can feel secure that your complaint will remain confidential. Confidentiality will be respected at all times within the constraints of the need to fully investigate the complaint. The obligation to maintain confidentiality extends also to you as the complainant and to the respondent.

(g) Access and equity

The complaints handling process needs to be accessible and additional assistance may be available to you if you are from a culturally and linguistically diverse background, have a disability or are a young person.

(h) No victimisation

If you make a complaint in good faith you will be protected from detrimental action including victimisation or unfair treatment.

(i) Vexatious or malicious complaints

There is an underlying assumption that complaints are made in good faith (and with good will) and with an intention for resolution as opposed to retribution.

(j) Anonymous complaints

Anonymous complaints do not reflect the principles outlined above. If you make an anonymous verbal complaint to the school/college you will be encouraged to identify yourself in order for the procedures outlined in this policy to be implemented fully. If you choose to remain anonymous, then in the case of verbal complaints you will be informed that the complaint may not be acted upon.

Note that the position with regard to child protection matters (not covered by the Complaints Handling Policy and Procedures) may be different.

Policy Content

What constitutes a complaint?

This procedure explains what to do if you have a complaint about any decision, behaviour, act or omission at St Pius X College..

A complaint is an expression of significant dissatisfaction with the policies, procedures or service provided by the school/college. Complaints may be oral or written. Written complaints include those sent by letter, fax or email. You could have a complaint about, for example:

- student disciplinary procedures
- homework
- damage/loss of personal property
- student bullying
- school/college management and school/college fees
- quality of teaching
- breach of privacy
- school/college resources
- work health and safety issues

What matters are not dealt with under this policy?

There are specific complaint procedures in place for the following matters:

- child protection issues (ie. if the complaint is about alleged inappropriate physical contact, sexual misconduct, neglect, or psychologically harmful conduct by an adult towards any child or young person. All such complaints should be made directly to the Principal.
- workplace bullying
- harassment
- enrolment
- employment relations

You can obtain further information about how to pursue complaints of this nature from the Principal.

Procedures

The procedures described below outline the processes which will be followed at St Pius X College in relation to complaints excluding those relating to issues listed above.

Where students with special needs are involved in any aspect of complaint resolution every assistance will be given to them in keeping with their education plan to ensure, so far as is reasonably practicable, that they may fully engage with the procedures detailed in this policy.

If you believe you have a problem or concern

The first step is to outline the behaviour that you believe is unfair or has caused concern to the person with whom you have an issue. This may be the easiest way of resolving your dissatisfaction if you feel comfortable speaking to the other person involved. You can explain what behaviour, decision, policy or action was unfair or caused you concern and why. Through discussion the issues may become clear and the parties have a chance to address the problem. Many concerns and complaints can be resolved at this level. If you choose to speak to the person it would be helpful if you could:

- describe clearly the action or behaviour that is objected to
- focus on the behaviour of the person not on their personality
- speak clearly and calmly
- state the outcome you are seeking

Where you feel that you cannot approach the person directly or you are not happy with their response or reaction or the complaint is very serious, you should approach the Principal or member of the Leadership Team with your complaint or concern.

To whom should you speak?

- If you are a parent with a complaint about a student other than your own child you should raise it with the relevant Guidance Coordinator.
- If you are a parent with a complaint about a member of staff the issue should first be discussed with the Deputy Principal.
- If you are a student with a complaint about another student you should raise the issue with the relevant Guidance Coordinator.
- If you are a student with a complaint about a member of staff you should raise it first with your Guidance Coordinator or Deputy Principal.
- For members of staff with a complaint about another staff member you should wherever possible first raise the matter with the other staff member. Then raise it with the Deputy Principal.
- For members of a staff with a complaint about a parent you should first raise the issue with the Deputy Principal.
- For members of staff with a complaint about a student you should first raise the issue with the relevant Guidance Coordinator.

How we go about resolving your complaint

The first step with any complaint is to ensure, so far as is reasonably practicable, that the appropriate person is handling your complaint on the basis of subsidiarity. When this has been ascertained, the person handling your complaint will record details of the information you provide in support of your complaint, ask you what action you would like taken in response to your complaint and explain to you how the complaints procedure works. In the event that you wish to make a formal complaint then the following steps are undertaken.

The person handling your complaint will:

- Invite you to bring a support person with you to any meeting that you are invited to attend to consider your complaint. Any person to whom your complaint relates will similarly be invited to bring a support person. The support person is invited to support and observe but not interrupt the meeting. The support person should not answer or ask questions on your behalf and must maintain confidentiality about all matters discussed at the meeting.
- Put the information received from you to the person about whom the complaint is made or to the person responsible for the particular area of school/college life to which the complaint relates and seek her / his response.
- If appropriate interview any witnesses involved. This will be done carefully so as not to breach confidentiality.
- Upon considering all the information gathered reach a conclusion and advise you and any person to whom the complaint relates, of the outcome of the investigation.

What are the possible outcomes?

A complaint may be resolved in a variety of ways. This will depend on whether or not the complaint is substantiated, the seriousness of the matter, the wishes of the complainant and the nature of the working relationship of the persons involved. A complaint is said to be substantiated if the person investigating it believes that on the balance of probabilities the allegation did occur.

If the complaint is upheld or sustained, the following are some possible outcomes depending on the nature of the complaint:

- an agreement between you and other parties
- a verbal or written apology
- the review of a policy or procedure
- mediation
- targeted professional development opportunity or training
- dissemination of information
- referral to counselling (Access)
- directions about further interaction between the you and other parties to the complaint
- where a staff member is the subject of the complaint, disciplinary action may follow
- where a student is the subject of the complaint, a range of sanctions as set out in the school/college discipline policy may be invoked

If a complaint is not upheld or not substantiated (e.g. the evidence is insufficient on the balance of probabilities) but some issue comes out of the investigation that is required to be addressed then, possible outcomes include:

- relevant training for staff or students
- monitoring of behaviour of staff, students or parents
- counselling for the parties involved
- mediation at local level
- review of policy or procedure

If the complaint is proved not to have happened at all, or if there is evidence that the complaint was made with the main purpose or intent of causing distress to the respondent the following are possible outcomes:

- counselling for one or more of the parties involved
- a verbal or written apology from you
- disciplinary action (where the person affected is a student or staff member)

Right of review

If you have been involved with a complaint matter and you have concerns regarding the complaints process or believe the outcome to be unfair, you may refer the matter to the Eastern Region of Edmund Rice Education Australia (8705 8600) where the investigation process will be reviewed and a decision made as to whether these procedures have been followed and reasonably determined. Depending on the outcome of this investigation either no further action may follow or there may be further consideration of the matter.

This procedure does not limit your right to use other available agencies and processes, such as the Privacy Commissioner, the Ombudsman, the workplace regulator or legal processes.

Record Keeping

Records of complaints, interviews and other documentation relating to a complaint investigated at the school/college will be kept at the school/college in a restricted access file. These records must be kept permanently.

A Register will be developed.

Policy Review

Last reviewed 3 December 2014

Approved by College Leadership Team

Renewal Date 2017



Record of complaint

Date and Time

Name of complainant

Address of complainant

Contact telephone number

Detail of complaint

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(Continue on blank sheet of paper if more space is required)

Date of incident leading to the complaint *(if applicable)*

Witnesses *(if any)*

Name of interview person

Name of person handling complaint

Follow up action

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Copy of Content and Flowchart of Complaints Procedures on College Website

- Members of the College Community or the public who have a grievance against or wish to raise a concern with the College are encouraged to use the following procedures:
- Try to work out the difficulty with the person involved at the level at which the problem occurred. For example if a person is unhappy with a mark in an exam then ask the teacher for a remark.
- Move to the next level within the school's hierarchy – either a Guidance or Studies Coordinator or contact the Admin office (9411 4733) to be directed to the appropriate person to handle your concern.
- If such contact is unsatisfactory then Curriculum issues should be addressed to the Assistant Principal – Teaching & Learning; Pastoral and/or external issues should go to the Head of Student Services or Deputy Principal. Parents can refer to the Student Diary about which person to contact in the school.
- After the Deputy Principal or Assistant Principal Teaching & Learning, the next level is the Principal.
- Further representation can be made to the Eastern Region Office of Edmund Rice Education Australia on 8705 8600.