



**ST. ROSE CATHOLIC PRIMARY SCHOOL  
COLLARROY PLATEAU**

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# **Pastoral Care & Student Wellbeing Guidelines**

## **Behaviour Support Guidelines**

## **Anti-Bullying Guidelines**

# PASTORAL CARE & STUDENT WELLBEING GUIDELINES

St Rose Catholic Primary School is a community of students, teachers, parents and parishioners who care for each other, focusing on the values of the Gospels. We value the importance of the family and the uniqueness of each child.

## PURPOSE

These guidelines inform school based procedures and practices for pastoral care and student wellbeing. They should be read in conjunction with the DSS Pastoral Care & Student Wellbeing Policy and other related system and school policies and guidelines. These guidelines aim to promote a climate of care through respectful relationships within a safe, supportive and inclusive learning community.

Pastoral Care, refers to all actions taken within a school to promote a climate that enhances the personal, social, physical, emotional, mental and spiritual wellbeing of students and staff. Pastoral care within a Catholic school community is inspired by the teaching and lived example of Jesus Christ, with a focus on person-centred care that nurtures a strong sense of belonging, inclusion and identity. Drawing upon the Catholic tradition, pastoral care upholds the dignity of the human person through compassion, justice and respect in the belief that everyone matters.

These school guidelines are informed by the [Australian Student Wellbeing Framework \(ASWF\) 2018](#) which outlines the five key elements and evidence based practices that promote wellbeing, safety and learning. These include:

1. Leadership – Visible leadership to inspire positive, faith-filled school communities.
2. Inclusion – Inclusive and connected school culture inspired by the Gospel values.
3. Student voice – Authentic student participation that builds student voice and agency.
4. Partnerships – Effective family, parish and community partnerships.
5. Support – Wellbeing and positive behaviour support.

## 1. LEADERSHIP

Our school Pastoral Care & Student Wellbeing Guidelines are underpinned by our school's Vision;

At St Rose we aim to:

- Create a Catholic learning community which nurtures, inspires and prepares individuals for their future

and Mission;

At St Rose we:

- Walk together as a faith community on a journey of discipleship in service

- to others
- Provide excellence in teaching and learning so that the potential of each child is achieved

Principals and school leaders play an active role in building a positive faith-filled learning community that feels included, connected, safe and respected. The principal and school leaders have overall responsibility for the leadership of pastoral care and student wellbeing. This is supported by the school's *Wellbeing Team*.

#### School leaders and the Pastoral Care or Wellbeing Team

The role of the Pastoral Care or Wellbeing Team includes:

- Ensuring the school's vision and values are promoted and 'lived out' within the school community.
- Seeking students, staff and parents perspectives about safety, wellbeing and learning.
- Developing collaborative partnerships with students, families, the parish and community to gain/seek various perspectives about safety, wellbeing and learning.
- Developing and implementing whole school policies, plans, guidelines and structures that promote the safety and wellbeing of students, staff and families.
- Monitor and review school capacity and data to identify areas of strength and improvement.
- Monitor and review pastoral care and student wellbeing strategic priorities in the school improvement plan and communicate these to the school community.

#### Key roles and responsibilities

The Wellbeing Team consists of a representative group including the leadership team and staff.

The school counsellor plays a vital role and supports the team, providing clinical and case management support for students, and facilitating professional learning as required.

The team meets termly and the minutes and agenda items are recorded and communicated to the staff via the memo.

#### The school pastoral care & wellbeing system

The school pastoral care & wellbeing system and structure includes:

K-6: the class teacher is the first point of call for all pastoral care and learning matters which can be escalated to the school principal where there are areas of significant concern especially in regard to safety and risk of harm. The house system and peer support groups are an extension of the pastoral care structure and builds students' connections across the grades.

#### Data and Records

The school uses a range of wellbeing data to inform school improvement planning and responses eg. counselling, attendance, behaviour, Tell Them From Me (TTFM), Australian Early Development Census (AEDC) and the personal and social capability or the Social and Emotional Learning (SEL) continuum. These data sets are analysed by school leadership and the wellbeing team regularly to inform planning.

*Staff maintain and monitor pastoral care & wellbeing records using Student Tracker and*

*maintain privacy and confidentiality.*

## **2. INCLUSION**

All members of St Rose Catholic school community (staff, students and families) “are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships” (ASWF). Staff, students and families play an important role in building and sustaining a connected school culture that enhances a sense of belonging and identity.

**Following Christ’s example in treating all people with justice and compassion.**

“Love is patient and kind, love is never boastful...love never gives up, hope and patience never fail” Corinthians 13: 4,7.

We achieve this through:

- Implementation of the school Pastoral Care, Behaviour Support and Anti-bullying Guidelines.
- Ensuring that our teaching and learning is inclusive of all children’s needs including; differentiation, learning support and enrichment programs.
- Consultation with appropriate school bodies when making decisions on school wide issues.
- Supporting community groups such as The War Veterans, Caritas Australia, Catholic Mission and The St. Vincent de Paul Society.

**Fostering our Catholic faith and traditions and offering children the opportunity to be part of the Sacramental life of the Church.**

“Go then to all peoples everywhere and make them disciples. Baptise them in the name of the Father and of the Son and of the Holy Spirit” Matthew 27:19.

We achieve this through:

- Daily prayer and regular opportunities to participate in prayer.
- Participation of religious ceremonies within the school and parish.
- Supporting and participating in the parish based Sacramental Program.
- Supporting the parish Family Mass.

**Providing our children with educational programs that are responsive to change and reflect a commitment to excellence.**

“Teach them to obey everything I have commanded you and I will be with you always, to the end of the age.” Matthew 27:20.

We achieve this through:

- K-6 Teaching and Learning programs across the seven KLAs.
- Assessment and reporting procedures.
- Opportunities for inter-school experiences.

## Key strategies

Our school community implements the following key strategies to promote a safe, supportive and inclusive school culture:

- All members share the responsibility to:
  - support diocesan and school policies and guidelines
  - treat all members of the school community with dignity and respect
  - work collaboratively with one another.
- Teachers teach, model and promote values and behaviour that support and maintain a safe and supportive learning environment
- Parent/Families support their children to develop and maintain positive, caring and respectful relationships (including online interactions)
- Students are expected to follow the school wide behavioural expectations and to seek help and report student wellbeing and safety concerns for themselves and others
- Students, staff and parents have opportunities to provide feedback on school culture, safety, levels of support and inclusion
- Implements policies and procedures that support safety and wellbeing eg. Behaviour Support, Anti-Bullying, Child Protection, Cyber-Safety, Social Media, Attendance
- Promote positive, caring and respectful student-peer, student- student, teacher-parent and teacher-teacher relationships.

## Curriculum and pastoral care programs/frameworks

Curriculum and pastoral care programs/frameworks that develop students' SEL skills outcomes that value diversity, and fosters positive, respectful relationships are outlined below.

### Curriculum:

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve broad learning outcomes. The cross-curriculum priorities are: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

The general capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully. The general capabilities are: Critical and Creative Thinking, Ethical Understanding, Information and Communication Technology, Intercultural Understanding, Literacy, Numeracy and Personal and Social Capability (SEL). The NESA syllabuses include other areas identified as important learning for all students: Civics and citizenship, Difference and Diversity and Work and Enterprise.

### Pastoral care programs/frameworks

These include but are not limited to; school pastoral care and wellbeing teaching and learning practices such as; key frameworks, PBL, KidsMatter, ASWF, SEL, Growth Mindset, Positive Education/Psychology initiatives, Student leadership, Reflection Day, Feast Day Celebrations, Public recognition, awards and rewards, Peer/mentor program and Rock and Water program, Transition programs such as, pre-school - Kindergarten and Year 6 to Year 7.

### Professional learning

Professional learning for staff is scheduled regularly to enhance staff wellbeing and address, legislative and policy changes, wellbeing matters such as effective teaching and learning practices, behaviour support, anti-bullying, mental health, social media, Be You modules, Australian Student Wellbeing Framework modules and First Aid training.

Targeted professional learning is also provided for school leaders, pastoral care & wellbeing leaders (K-6), school counsellors and PBL coaches.

### Staff wellbeing

Key strategies used to enhance staff wellbeing include but not limited to: Spirituality day, Wellbeing Week, Professional learning that supports self-care, mental health and wellbeing, birthday roster/celebrations, and access to counselling support as required.

Staff Wellbeing data is collected through teacher surveys, analysis of staff attendance/sick days and annual teacher growth and performance conversations.

## **3. STUDENT VOICE**

Our school believes that “students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe” (ASWF). Our school promotes student participation, voice, agency and leadership to optimise student learning and wellbeing.

**Nurturing individual development to enable every child to realise their full potential.**

“You are God’s people...his holy race, his royal priesthood, a nation set apart”  
1Peter 2:9

We achieve this through:

- Monitoring assessment procedures.
- Giving consideration to tracking, analysis and purpose of internal and external testing data.
- Aiming to meet the needs of students – physical, emotional, spiritual, academic and behavioural – through differentiation.
- A consistent School wide approach underpinned by PBL and understanding the stages identified in the Social Emotional Learning Continuum.
- Students having greater ownership of learning directions through the Conceptual Learning programs.
- Programs that focus on conceptual knowledge and skill development which can be applied in a range of contexts.

### Student decision-making/participation opportunities

Opportunities for student decision making and participation in matters that affect them to create a safe, positive learning environment are outlined below:

Each year our school schedules the following student conversations, surveys and focus groups to engage students' and seek their perspectives on learning and wellbeing matters:

- Student engagement in learning design and program development and evaluation
- Student engagement in classroom/building/learning spaces design and use, through learning conferences and feedback with teachers
- SRC and Rosebunch Meetings and Assemblies

### The student leadership guidelines

**Make our school a joy-filled place where a sense of self-worth and a commitment to effort and independence are encouraged.**

“The people celebrated in honour of their Lord God.” Kings 23:21.

We achieve this through:

- Celebration of the school's Catholic identity and cultural diversity.
- Whole school celebrations – including liturgical, community and academic.
- The remembrance of our patron saint's feast day and war heroes.
- Acknowledge and support achievements of individuals, groups and school community.

### Social and emotional skills

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught in Years K-6 through the curriculum and the following programs, such as Rock and Water, Meditation, Martial Arts, Positive Psychology programs and Rosebunch assemblies.

## **4. PARTNERSHIPS**

Parents have the primary responsibility for the development of their child's wellbeing. Families, parishes and communities collaborate as partners with the school to support student learning, safety, wellbeing, attendance and faith development. Our school community aims to develop family, parish and community partnerships that:

- Develop strategies to strengthen and sustain respectful partnerships that are welcoming and inclusive.
- Build partnerships with Aboriginal and Torres Strait Islander families and other key cultural groups in the school community to ensure we have a culturally safe and supportive environment.

- Build links with community organisations, services and agencies eg. CSO, parish, CatholicCare that can assist schools in the early identification of needs and targeted support for students and families including those from vulnerable groups.
- Strengthen school, family and parish relationships that enhance the faith development of the family.

**Encourage open and honest communication among students, teachers, parents and parish.**

“Though we are many we are one body in union with Christ and we are all joined to each other as different parts of one body.” Romans 12:4.

We achieve this through:

- Collaboration with Parish, Interschool and parish activities
- Parent Information sessions.
- Consultation processes involving all relevant stakeholders to make informed decisions.
- Staff meetings
- Student leadership teams
- Newsletters, memos and various forms of regular communication
- Model of shared leadership across the whole school community
- Parent engagement in the classrooms- class volunteers, Parent Participation days.

Staff roles

While all staff seek to build collaborative relationships with families and communities, the following staff have a specific role in leading this work in our school community and Diocese:

- School leaders
- Wellbeing Leader
- Class teachers
- School Counsellors
- REC
- CSO support staff ie. Aboriginal Education, Child Protection, Special Needs, Wellbeing, Evangelisation & Catholic Formation

Parent engagement, roles and parent groups

Family and community partnerships are supported by the following parent engagement opportunities, roles and parent groups in our school community:

- PEN
- School Advisory Committee



- Class Parent Network
- Broken Bay Parent Council
- Parent sport coaches
- School transition/welcome to school initiatives
- Teacher Parent Conversations
- Curriculum & Assessment
- Parent engagement opportunities: wellbeing matters eg. Behavior support, mental health, 123 Magic, Positive Parenting, Tuning into Kids, Circle of Security, Seasons for Growth, learning growth and progress conversations, student assemblies, awards ceremonies, parent focus groups, parent surveys, policy development, SIP development/review, school review process.
- Parent communication is through the school App, COMPASS parent portal and the school website.

#### Community organisations, agencies and services

Our school engages with the following community organisations, agencies and services to support student learning, safety, wellbeing and attendance:

- CatholicCare
- Benevolent Society
- Disability Groups
- Police
- Local Area Health Services
- FACs Case Workers
- Local Sporting Development Groups
- CSO support staff.

## **5. SUPPORT**

“Staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning” (ASWF). Our school strives to:

- Actively seek the involvement of students, staff and families in the promotion and recognition of positive behavior,

- Embed wellbeing and support for positive behaviour strategies that are evidence-informed, promote resilience and align with the needs of the school community,
- Implement a whole school systemic approach to wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, students and families, inclusive of serious incident management,
- Engage in professional learning to support the consistent implementation of the school's plan for wellbeing and support for positive behaviour,
- Critically analyse and evaluate school data to inform decision-making in order to effectively respond to the changing needs of students and families.

### **SUPPORT FLOWCHART FOR FAMILIES IN NEED OR EXPERIENCING A CRISIS**

- School is notified → Administration contact class parents → Class parents co-ordinate support for family, this may be in the way of assistance such as:
  - Cooked meals
  - Transporting children
  - Food vouchers
  - Contacting family to check in
  - Preparing lunches
  - Any other assistance that the class parents are able to provide

### **Behavioural Expectations**

Our school's behavioural expectations for students that contribute to a safe and supportive learning environment are outlined below.

Our school's Behaviour Support Guidelines outline:

- Statement of purpose linking behaviour to learning.
- Clearly defined behavioural expectations and school rules.
- Procedures for teaching and communicating behavioural expectations to students.
- Procedures for encouraging positive behaviour.
- Procedures for record keeping and monitoring.
- Procedures for discouraging inappropriate behavior.
- Procedures for responding to challenging/at risk behavior.
- Roles and responsibilities.
- Resources.

## **Serious Incidents**

Under certain circumstances, staff may be required to make a response to a serious incident presented by a student. Emergency and critical incident responses may be required and include, procedures for emergency evacuation, lock down procedures, or first aid. Serious incidents will be managed by the school leadership team and documented in the school incident record file. Serious incident management is informed by the CSO [Guide for Managing Critical Incidents in Schools](#).

This is outlined further in the following section or refer to the Procedures for Responding to Challenging/At Risk Behaviours section of the Behaviour Support Guidelines. The Principal will notify the School's Consultant, FACs, NSW Police, the CSO Child Protection Team or the CSO Wellbeing Team as required.

# BEHAVIOUR SUPPORT GUIDELINES

## PURPOSE

All students, their families and employees within the Broken Bay Diocesan Schools System (DSS), have the right to a safe and supportive learning environment. In line with this, all members of the school community share the responsibility to foster, encourage and promote positive behaviour and respectful relationships. These Guidelines outline procedures used to promote a safe and supportive learning environment which maximises teaching and learning time for all students.

Catholic schools strive to develop a faith community permeated by Gospel values, which respects the dignity of each person. This provides opportunities for school communities to build a sense of acceptance, inclusion and connectedness for all students. Catholic schools share responsibility with parents for teaching students to live responsibly in a community with others, by fostering compassion and forgiveness, and promoting respectful relationships. The educative process is intended to assist students to make a “conscious choice of living a responsible and coherent way of life”

The St Rose Behaviour Support Guidelines will be implemented within the context of related Diocesan Systemic Schools (DSS) policies such as; Behaviour Support, Anti-Bullying, Pastoral Care, Acceptable Use of Technology, Cyber safety and Complaints Handling.

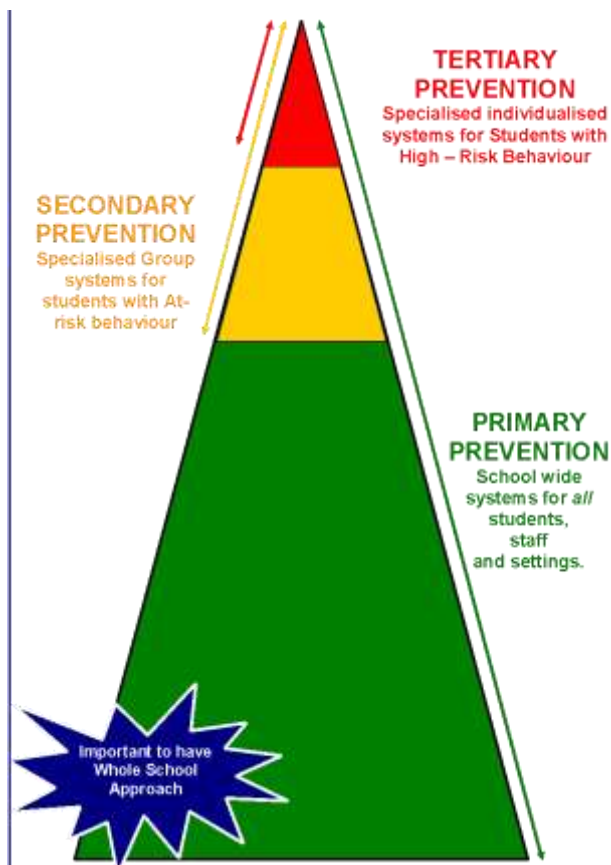
Through shared leadership, the St Rose Catholic School community is encouraged to make informed choices and support each other to foster a safe and happy learning environment.

## BEHAVIOURAL EXPECTATIONS

Our St Rose Behaviour Support Guidelines outline the behavioural expectations for students that contribute to a safe and supportive learning environment.

## POLICY FRAMEWORK

St Rose Catholic School has adopted a Whole School Approach to promote positive behaviour; Positive Behaviour for Learning [PBL]. This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours.



St Rose Catholic School aims to provide a safe and supportive environment in which learning takes place.

***“Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.”***

*Diocesan School Student Discipline Policy*

The word ‘discipline’ and ‘disciple’ are derived from the Latin word ‘discere’ meaning ‘to learn’. As Disciples of Jesus we are learning to live the Gospel Values by respecting self, others and the environment. Corporal Punishment by any School Person or non-school person is not

permitted.

***“We are ultimately not here to build up or tear down anything but to be a sign of God’s love to the world.”***  
***Mother Teresa***

## CONTENT

At St Rose Catholic Primary School  
Collaroy Plateau,  
we are CONSTANT AND TRUE when we ...

**R**espect

**O**thers

**S**elf

**E**nvironment















The **Behavioural Expectations**, as outlined below, provide common understanding and consistent language as a framework for implementation of a School Wide approach to Behaviour Management. This approach will be based on the Positive Behaviour for Learning (PBL) framework.

### SCHOOL RULES:

- **R**espect **O**thers
- **R**espect **S**elf
- **R**espect the **E**nvironment

## BEHAVIOURAL EXPECTATIONS

At St Rose Catholic Primary School, Collaroy Plateau, we are **CONSTANT AND TRUE** when we ...

|  |   |   |  |   |
|--|---|---|--|---|
| <b>R</b><br><b>epeat</b><br><b>O</b><br><b>ures</b><br><b>S</b><br><b>elf</b><br><b>E</b><br><b>nvironment</b> |  | <b>R</b><br><b>epeat</b><br><b>O</b><br><b>ures</b>   | <b>R</b><br><b>epeat</b><br><b>S</b><br><b>elf</b>   | <b>R</b><br><b>epeat</b><br><b>E</b><br><b>nvironment</b>   |
|  | <b>All Areas at All Times</b>   | <p> <b>Gentle hands</b></p> <p><b>Speak and act with kindness</b><br/></p> <p><b>Be a good listener</b><br/></p> <p><b>Always including, no excluding</b><br/></p> | <p><b>Be in the right place at the right time</b><br/></p> <p><b>Care for your appearance</b><br/></p> <p><b>Learn and let others learn</b><br/></p> <p><b>Stop, Think, Do.</b><br/></p> | <p><b>Care for belongings</b><br/><br/></p> <p><b>Take care of our surroundings</b><br/></p> |


### PROCEDURES FOR TEACHING AND COMMUNICATING BEHAVIOURAL EXPECTATIONS

St Rose implements a positive behaviour schoolwide systems approach that includes proactive strategies for defining, teaching, and supporting appropriate student behaviour.

St Rose Catholic Primary School community is committed to:

- **Teach,**
- **Practice,**
- **Apply, and**
- **Acknowledge the behavioural expectations.**

## Teach




is known and used

PBL TEAM: - prepare the PBL lesson plan for behaviour expectations. [refer matrix] SRC reps role play examples of appropriate behaviour.

STAFF: - behaviours are taught explicitly in the classroom using PBL lesson plans

WHOLE SCHOOL COMMUNITY: - language of behaviour across the whole school

## Practice



PBL TEAM: - outline practice of behaviours and non - behaviours within the PBL lesson plan

STAFF: - behaviours are practiced within the explicit teaching time

WHOLE SCHOOL COMMUNITY: - behaviours are encouraged to be practiced across all settings

## Apply




encouraged to be applied outside of the classroom environment and across all settings within explicit teaching

PBL TEAM: - support staff in the application of these behaviours

STAFF: - behaviours are encouraged to be applied outside of the classroom environment and across all settings within explicit teaching

WHOLE SCHOOL COMMUNITY: - behaviours are

## Acknowledge



PBL TEAM: - support staff in acknowledging of appropriate behaviours

STAFF: - appropriate behaviours are to be acknowledged on a ratio of approx 10:1

WHOLE SCHOOL COMMUNITY: appropriate behaviours are to be acknowledged within the whole school setting

## PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

The St Rose school Community is committed to acknowledging positive behaviour through the following strategies:

**Appropriate Behaviour** is any action that contributes to the functioning of the school as a safe and supportive learning environment.

We encourage and affirm positive behaviour in children. Throughout the school day many opportunities arise for recognising a child's efforts in the classroom, or on the playground. Some of the techniques which may be used:

- Smile, gestures, nod, thumbs up, proximity
- Verbal acknowledgment
- Comments of encouragement and affirmation
- Stickers
- Appointing class leaders and delegating responsibilities

- Taking items of work home to show parents
- Showing work to Principal and inviting to classroom
- Sending positive messages home
- Display of work
- Colour house tokens
- Awards and certificates at assembly
- Student of the month
- 'Constant and True Principal Award'
- Showing work to other classes and teachers
- Praise from other children
- Items in school newsletter
- Display of work around the school
- Smile tokens

## **WHOLE SCHOOL IN CLASS BEHAVIOUR MANAGEMENT SYSTEM**

Each class follows a whole class system that promotes positive behaviour with intrinsic rewards. Each student is awarded up to 15 stickers or tokens for individual effort. When they have received 15 they are awarded a 'dip in the box' prize from the principal.

### **Colour house points system:**

Children are awarded tokens that are equal to 1 point for displaying appropriate behaviour on the playground. These points are tallied when they return to class and the team with the most points at the end of the term receives a reward. The colour house captains collate the points prior to assembly and a shield is displayed in the hall which shows the tally of weeks won by all the houses. At the end of the term the winning colour house will receive an iceblock. A teacher is responsible to distribute the ice blocks.

### **Reasons to Smile tokens:**

Teachers may award a 'Reason to Smile' token to a whole class that may be collaboratively working together to display appropriate behaviour as a class. This may be at assembly, in church, PE, Library or any where the class are together. When the class accumulates 10 tokens they negotiate with their class teacher a reward. This may be in the form of early lunch, free time or games.

## **PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR**

St Rose Behaviour Support Guidelines are based on restorative principles that support students to restore right relationships and re-engage in learning. These procedures are respectful of the dignity, rights and fundamental freedoms of individual students, and at the same time are focused on the effective running of the school for the benefit of all.

### **Inappropriate behaviours**

Inappropriate Behaviour is behaviour that challenges the day to day functioning of our school and is contrary to our "School Behavioural Expectations".

**Major** inappropriate behaviours [office referred] are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of others. The consistent and repeated occurrence of minor behaviours can be considered as major.



**Minor** inappropriate behaviours [teacher actioned] are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

## **PROCEDURES FOR RESPONDING TO CHALLENGING/AT RISK BEHAVIOURS**

Challenging or at risk behaviour is any behaviour that significantly impacts on the day to day functioning of schools. Challenging or at risk behaviour is best understood as a continuum which ranges from students’ requiring universal classroom-based support, to the most complex social and emotional needs requiring an individualised approach. Our school implements the following strategies to support and manage challenging/at risk behaviour.

Procedures for serious breaches of behaviour such as Suspension, Negotiated Transfer, Expulsion and Exclusion are outlined in the Diocesan Behaviour Support Policy.

Suspension: If your child is suspended then the Principal/delegate will:

- Meet with the student and outline the reasons for the suspension (if age appropriate)
- Phone to advise parents of the suspension and discuss pick up arrangements or transport home
- Provide written confirmation outlining the reasons for the suspension within two working days, the start and end date, contact person and the return to school meeting date
- Convene a return to school meeting with student and parents to discuss how the matter will be resolved, monitored and how feedback will be provided to the student and parents

### **Serious Incidents**

Under certain circumstances, staff may be required to make a response to a serious incident presented by a student. Emergency and critical incident responses may be required and include, procedures for emergency evacuation, lock down procedures, or first aid. Serious incidents will be managed by the school leadership team and documented in the school incident record file. Critical incident management is informed by the CSO Guide for Managing Critical Incidents in Schools.

Principals will notify the School’s Consultant, FACs, NSW Police, the CSO Child Protection Team or the CSO Wellbeing Team as required.

## **ROLES & RESPONSIBILITIES**

### **Principal**

The Principal has a responsibility to:

- Ensure a safe, secure and harmonious learning environment for students and staff
- Monitor the implementation of the DSS Behaviour Support Policy and school Behaviour Support Guidelines
- Ensure staff are provided with training and development opportunities in behaviour management as required
- Ensure that students receive explicit instruction on the school's behavioural expectations/school rules
- Ensure records of behaviour incidents will be kept systematically by the school and regularly analysed to identify patterns and proactive support for positive behaviour
- Provide access to the DSS Behaviour Support Policy and school Behaviour Support Guidelines
- Ensure that all major disciplinary actions involving suspension, transfer, expulsion or exclusion from school, are managed in accordance with procedures outlined in the DSS Behaviour Support Policy.

### **Staff**

Staff have a responsibility to:

- Implement the DSS Behaviour Support Policy and school Behaviour Support Guidelines
- Respect and support students
- Model appropriate respectful behaviour
- Use pedagogical practices that promote a safe and supportive learning environment to optimise learning and wellbeing
- Respond in a timely manner to incidents of inappropriate/challenging/or at risk behaviour according to the school's Behaviour Support Guidelines.

### **Students**

Students have a responsibility to:

- Act appropriately, respecting individual differences and diversity
- Act as responsible digital citizens
- Follow the school behavioural expectations (rules)
- Act as responsible bystanders or 'up-standers' for others who are being disrespected
- Report incidents of inappropriate/challenging/or at risk behaviour to teachers/school counsellor

- Seek support if they need help with behaviour or relationship matters such as, resilience, bullying or cyberbullying incidents.

### **Parents**

Parents have a responsibility to:

- Support the DSS Behaviour Support Policy and Sustaining Strong Catholic School Communities Policy and school Behaviour Support Guidelines
- Treat all members of the school community with dignity and respect
- Support their children to adopt positive pro-social behaviours (inclusive of online behaviour)
- Work collaboratively with the school to resolve behaviour matters
- Report incidents of inappropriate/challenging/or at risk behaviour according to the school's guidelines.

### **The Catholic Schools Office (CSO)**

The CSO has the responsibility to:

- Support schools to implement the DSS Behaviour Support Policy and school Behaviour Support Guidelines
- Provide support to Principals in the management of challenging/or at risk behaviour.

### **PROCEDURES FOR RECORD KEEPING AND MONITORING**

St Rose collects data to inform planning for whole school systems as well as individual interventions to encourage positive behaviour. This includes:

- White slip data entered into Student tracking system
- Minutes and action items of Staff business meetings
- Student tracking system data that includes information about each child, including White Slips, parent meetings and any interventions and support plans.
- Class teacher records of all students who receive awards and acknowledgments

Under a shared leadership model all staff are responsible for the collection of data and collaboration of behaviour support. A member on the leadership team is responsible for the SRC and PBL program.

# Procedures for the Classroom & Playground

**MINOR**  
Teacher action

**MAJOR**  
Office referred

**Minor** inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

**Major** inappropriate behaviours are identified as deliberate actions that are offensive and / or dangerous to the physical and /or emotional well being of others. [or repeated minor]

**1st Reminder**  
**Remind**  
student of expected behaviour.  
**Re-teach**  
expected behaviour.

if behaviour continues

**2nd Reminder**  
**Remind**  
student of expected behaviour.  
**Re-teach**

if behaviour continues

**Remove**  
the student from the situation or trigger for behaviour.

**Reprimand**  
**Short Time Out**  
Remove from situation (in classroom)  
Asked to sit out of play.(on playground)  
Age appropriate time out(1 minute per age year)

**Long Time Out- Buddy Class**  
**Where to go**

Year 6 to 5 and vice versa  
Year 4 to 3 and vice versa  
Year 2 to 1 and vice versa  
Kindy to Year 1

“LONGTIME OUT”

**Respect Others**  
**Respect Self**  
**Respect Environment**

Remember,  
**Time Out** is used to bring about a positive change in behaviour, not purely as punitive action.

**Repeated minor inappropriate behaviours AND Inappropriate behaviours that are physically and/or emotionally dangerous**

**Long Time Out**

Send to buddy class with ‘Long Time Out’ card.  
No work to be sent.  
Age appropriate time out (1 min per age year)  
OR if on the playground  
Send to office with ‘Long time Out’ card  
Age appropriate time out (1 min per age year)  
THEN  
Fill in and send ‘Long Time Out’ slip to principal who sends slip home to parents to sign and return.  
Slip is then added to school data.  
If a child receives 3 ‘Long Time Out’ slips a team meeting involving the child, parents and

“Restoring Behaviours Sheet” may be used after office referral for inappropriate Behaviour/s in order to restore right relationships and plan ways of supporting positive behaviour.

□ Respo

slip)  
OUND & CLASSROOM

|  |  |  |
|--|--|--|
| <input type="checkbox"/> <b>Respect Self</b><br><input type="checkbox"/> <b>Respect the Environment</b>  |  |  |
| Date:  | Student Name:  | Class:   |
| <b>WHERE</b><br><input type="checkbox"/> Back<br><input type="checkbox"/> Front<br><input type="checkbox"/> Fake grass<br><input type="checkbox"/> Toilets<br><input type="checkbox"/> Other<br>_____    | <b>WHEN</b><br><ul style="list-style-type: none"> <li>• Before school</li> <li>• Recess</li> <li>• 1<sup>st</sup> half Lunch</li> <li>• 2<sup>nd</sup> half lunch</li> <li>• After school</li> <li>• Other</li> </ul> _____<br>Time: _____ | <b>WHAT</b><br><b>Brief Description of incident</b><br><br><input type="checkbox"/> <b>Repeated minor</b><br>[description of incident]<br><br><input type="checkbox"/> <b>Major - Physical / Verbal</b> - deliberate actions that are offensive or dangerous to the physical or emotional well being of other<br>[description of incident] |
| <b>WHERE</b><br><input type="checkbox"/> Classroom<br><input type="checkbox"/> Library<br><input type="checkbox"/> PE<br><input type="checkbox"/> MPR<br><input type="checkbox"/> IT Room<br>Other _____ | <b>WHEN</b><br><ul style="list-style-type: none"> <li>• Morning session</li> <li>• Middle session</li> <li>• Afternoon session</li> </ul> Time: _____  |  |
| Teacher on duty  | Action:<br><input type="checkbox"/> Immediate Long Time Out [Major or repeated Minor]<br><input type="checkbox"/> Follow up meeting  |  |
| COMMENTS:  |  |  |
| Teacher Signature:<br>Principal Signature:<br>Parents Signature:   |  |  |


**FOUND ON REVERSE OF WHITE SLIP FOR STUDENT TO COMPLETE**

## Think Paper

Student Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Facilitating Staff Member \_\_\_\_\_

At St Rose we are 'Constant and True' when we

|  |  |   |   |
|--|--|---|---|
|  <p><b>R</b>espect<br/><b>O</b>thers<br/><b>S</b>elf<br/><b>E</b>nvironment</p> | <p><b>R</b>espect<br/><b>O</b>thers</p>  | <p><b>R</b>espect<br/><b>S</b>elf</p>   | <p><b>R</b>espect<br/><b>E</b>nvironment</p>                                      |
| <p><i>All Areas<br/>and at<br/>All Times</i></p>   | <p><i>Gentle hands</i></p> <p><i>Speak and act with<br/>kindness</i></p> <p><i>Be a good listener</i></p> <p><i>Always including, no<br/>excluding</i></p> | <p><i>Be in the right place at the<br/>right time</i></p> <p><i>Care for your appearance</i></p> <p><i>Learn and let others learn</i></p> <p><i>Stop Think Do</i></p> | <p><i>Care for belongings</i></p> <p><i>Take care of our<br/>surroundings</i></p> |

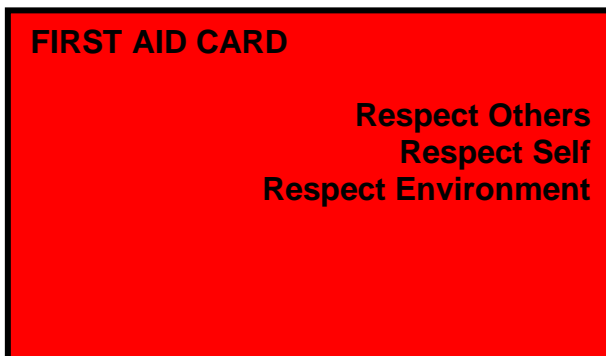
|  |  |   |
|--|--|---|
| <p>1. Which of the ROSE Rule did you <b>not</b> follow?</p> <p><input type="checkbox"/> <b>Respect Others</b></p> <p><input type="checkbox"/> <b>Respect Self</b></p> <p><input type="checkbox"/> <b>Respect Environment</b></p> | <p>2. What did you do?</p>             | <p>3. Why did you do it?</p>                  |
| <p>4. What happened to others because of your actions?</p>   | <p>5. What could you do next time?</p> | <p>6. How might you help fix the problem?</p> |

|                                  |                                    |                                  |
|----------------------------------|------------------------------------|----------------------------------|
| Teacher _____<br>Signature _____ | Principal _____<br>Signature _____ | Student _____<br>Signature _____ |
|----------------------------------|------------------------------------|----------------------------------|

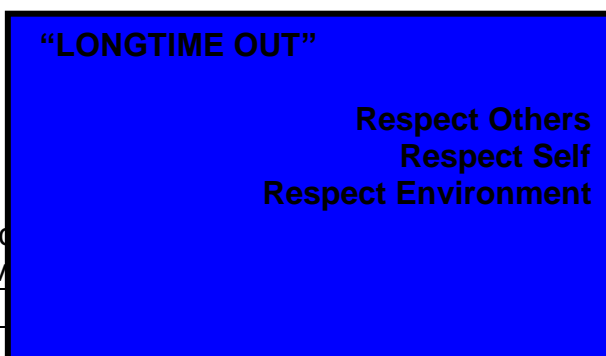
## RESOURCES

- [Bullying. No Way!](#)
- [Cybersmart website](#)
- [Safe Schools Hub](#)
- [National Centre Against Bullying](#)
- [Positive Behaviour Intervention Support \(PBIS\)](#)
- [PBIS World](#)
- [CASEL Social and Emotional Learning](#)
- [Behavior Doctor](#)

## FIRST AID CARD



## “LONGTIME OUT” CARD



**IN SCHEDULE**

Subject  
Behaviour


wise  
Learning Continuum

1

| WEEK   | BEHAVIOUR  |
|--------|--|
| 1 - 2  | Introduction to the ROSE rules and matrix.<br>Link to class rules.                   |
| 3 - 4  | Play Safe, Play Fair<br>(Self-Management)  |
| 5 - 6  | Gentle Hands<br>(Self-Awareness/Self-Management)                                     |
| 7 - 8  | Care for Our Appearance/Always Wear a Hat<br>(Self-Awareness)                        |
| 9 - 10 | Always Including, No Excluding!<br>(Relationship Skills/Responsible Decision Making) |
| TERM 2 |  |
| WEEK   | BEHAVIOUR  |
| 1 - 2  | Be in the Right Place at the Right Time<br>(Responsible decision making)             |
| 3 - 4  | Speak and Act With Kindness<br>(Relationship Skills)                                 |
| 5 - 6  | Be a Good Listener<br>(Relationship Skills/Social Awareness)                         |
| 7 - 8  | Take Care for Our Surroundings<br>(Social Awareness)                                 |
| 9-10   | Speaking up/Asking for Help<br>(Self-Awareness)                                      |
| TERM 3 |  |
| WEEK   | BEHAVIOUR  |
| 1 - 2  | Care for Our Belongings<br>(Self-Awareness/Self-Management)                          |
| 3 - 4  | Learn and Let Others Learn<br>(Self-Management/(Responsible decision making)         |
| 5 - 6  | Stop! Think! Do!<br>(Relationship Skills)  |
| 7 - 8  | Gentle Hands<br>(Self-Awareness/Self-Management)                                     |
| 9 - 10 | Always Wear Your Uniform With Pride<br>(Self-Management )                            |
| TERM 4 |  |
| WEEK   | BEHAVIOUR  |
| 1 - 2  | Revise ROSE RULES  |
| 3 - 4  | Play Safe, Play Fair<br>(Responsible decision making/Self Management)                |
| 5 - 6  | Take Care for Our Surroundings<br>(Social-Awareness)                                 |
| 7 - 8  | Speak and Act with Kindness<br>(Relationship Skills/Responsible Decision Making)     |
| 9 - 10 | Always Including, No excluding<br>(Relationship Skills/Responsible Decision Making)  |

At St Rose Catholic Primary School, Collaroy Plateau, we are  
**CONSTANT AND TRUE** when we ...



| Respect Others<br>Self<br>Environment  | Respect Others   | Respect Self  | Respect Environment   |
|---|--|---|---|
| All Areas<br>and at<br>All Times  | Gentle hands<br><br>Speak and act<br>with kindness<br><br>Be a good<br>listener<br><br>Always including,<br>no excluding | Be in the right place<br>at the right time<br><br>Care for your<br>appearance<br><br>Learn and let others<br>learn<br><br>Stop Think Do | Care for belongings<br><br>Take care of our<br>surroundings                                       |
| Classroom   | Let others learn   | Always walk   | Help keep our<br>classroom tidy   |
| Playground  | Play safe and<br>play fair   | Always wear a hat<br>outside<br><br>Make healthy<br>choices   | Help keep our<br>playground tidy  |
| Church  | Allow others to<br>participate in<br>prayer<br><br>Enter and leave<br>Church silently                                    | Be reverent and<br>prayerful  | Care for Church<br>property   |
| Toilets   | Give people<br>privacy<br><br>Use quiet voices   | Always walk<br><br>Wash hands<br><br>Leave the toilet<br>promptly, no playing<br>in the toilet  | Flush the toilet after<br>use<br><br>Use water with care<br><br>Use toilet paper<br>appropriately |

## ANTI BULLYING GUIDELINES

## 1. STATEMENT OF PURPOSE

These school Anti-bullying guidelines outline the processes for preventing and responding to student bullying in our school. They reflect the requirements of the Diocesan Systemic Schools (DSS) Anti-Bullying Policy: Promoting Safety, Positive Behaviour and Social Inclusion. The school Anti-bullying guidelines will be implemented within the context of related DSS policies/frameworks and school guidelines such as: Behaviour Support, Pastoral Care, Acceptable Use of Technology, Cyber safety and Complaints Handling.

Our Anti-bullying guidelines provide information for our school community to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Bullying, including cyber-bullying, can adversely affect the wellbeing of students and is therefore unacceptable.

## 2. OUR SCHOOL'S MISSION AND VALUES

The dignity of the human person is the foundation of all Catholic social teaching and is inherent to the ministry of Catholic education. Essential to the dignity of persons is the creation and maintenance of a respectful, safe and supportive learning environment that promotes student wellbeing and enables school communities to engage a diverse range of learners in an inclusive manner. Bullying and cyber-bullying disregard core values of the Catholic faith including dignity, respect, justice, equity, compassion, trust and courage. Within this context it is vital that learning technologies are used ethically and responsibly, that communication is respectful, and that human dignity is highly valued.

These guidelines are underpinned by the school's mission and values:

At St Rose we;

- Walk together as a faith community on a journey of discipleship in service to others
- Provide excellence in teaching and learning so that the potential of each child is achieved

## 3. WHAT IS BULLYING

### 3.1 Definition of Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful, and involves the misuse of power by an individual or group towards one or more persons. Bullying can involve: humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, sexual orientation or practice of religion. Bullying of any form, or for any reason, can have long-term effects on those involved, including bystanders.

Cyber-bullying refers to bullying through the use of information and communication technologies by an individual or group that is intended to harm others, or is undertaken recklessly without concern for its impact on others.

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, or in the workplace. Bullying behaviour can be:

- **verbal**, eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical**, eg hitting, punching, kicking, scratching, tripping, spitting

- **social**, eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological**, eg spreading rumours, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of communication technology/mobile devices.

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict such as, teasing or disagreement
- single episodes of hurtful words or actions, or random acts of aggression or intimidation.

(Adapted from: National Safe Schools Framework (2011) and DEC NSW Website)

## 4. OUR SCHOOL APPROACH TO PREVENTING BULLYING BEHAVIOUR

Our school has a three tiered approach to preventing bullying behaviour. This approach provides for differences in student responsiveness due to the variations in an individual's risk and protective factors (i.e. self-management and social skill competence). It also includes a shared responsibility with staff, parents/caregivers and the wider community in working together to teach, foster, promote and encourage positive respectful behaviour.

Our three tiered approach to preventing bullying behaviour includes:

- Prevention (Tier 1)
- Early Intervention (Tier 2)
- Specialised Intervention (Tier 3)

### 4.1 Prevention (Tier 1)

Tier I prevention programs are intended to support the vast majority of students, and also to identify students who require more specialised assistance (Tier II and Tier III). All students and staff are explicitly taught about behaving in a safe, respectful and responsible way. The emphasis is on educating students, staff and parents/caregivers about bullying prevention and management, and encouraging positive social skills, resilience and character traits.

#### 4.1.1 Whole School Positive Behaviour Approaches

Our school uses a whole-school positive behaviour approach to prevent bullying such as; promoting a safe and supportive learning environment, school-wide rules and consequences, teacher professional learning, a curriculum focused on social and emotional learning (SEL), conflict resolution training, parent/caregiver education and engagement, and individual counselling. Teaching students the social and emotional learning (SEL) skills (self-awareness, self-management, social awareness, relationships, and responsible decision-making) are essential foundational competencies that students need in order to prevent and to respond to bullying.

Our school prevention strategies include:

- promotion of the Diocesan Anti-bullying Policy and school guidelines, including on the school website

- promotion of safe, positive school communities through the implementation of policies/frameworks such as, pastoral care, behaviour support, PBL and Zones of Regulation.
- promotion of safe respectful learner messages in all aspects of school life: assemblies, year meetings, newsletters and in classrooms
- professional development for staff
- parent and community education relating to bullying: policies and procedures (Appendix B)
- provision of programs that promote SEL skills such as resilience, assertiveness, conflict resolution, problem solving, 'be an upstander not a bystander' and Bullying No Way day
- classroom teachers clarify the school policy on bullying with students each year (Appendix B)
- curriculum includes anti-bullying messages and strategies, embedded in KLAs, through wellbeing programs eg. PDHPE, Religious Education and pastoral care and/or PBL lessons>
- Student Representative Council (SRC), peer support leaders promote "Gentle Hands and "Speak and Act with Kindness" messages
- Vigilant classroom, playground and transition supervision.

#### 4.1.2 Curriculum strategies

Prevention programs are delivered as part of the curriculum across KLAs and through pastoral care and wellbeing programs. Specifically, students learn about matters related to bullying in PDHPE from Years K-10, such as, positive respectful relationships, negative impacts of violence and aggression, effects on mental health, help seeking skills, resilience, the role of the upstander, conflict resolution, effective communication, cyber-safety, belonging and connectedness, risk and protective factors.

#### 4.1.3 Pastoral care and wellbeing strategies

A range of anti-bullying initiatives are embedded into our school pastoral care and wellbeing plan, such as:

- Bully Upstander sessions with a focus on reporting bullying, and the importance of the upstander in stopping bullying
- Harmony Day develops intercultural understanding
- R U OK? Day emphasises the need for strong relationships and the importance of mental health and wellbeing
- Public recognition, awards and rewards for positive behaviour
- Peer/mentor program
- Rock and Water program
- SRC led initiatives
- Transition programs such as, Kindergarten and Year 6 to Year 7.

#### 4.1.4 Consequences

The management of bullying incidents will be in accordance with the Diocesan Anti-bullying Policy, the Behaviour Support Policy and school anti-bullying and behaviour

support guidelines. The consequences for behaviour violations around bullying should include some form of relationship restoration or remediation that helps students understand the incident and develop pro-social behaviour. Refer to Appendix A and B.

The implementation of these guidelines is supervised by the Assistant Principal and includes:

- Once identified, each bully, victim and witness, will be spoken with, and all incidents of bullying will be investigated and documented
- Both the bully and victim may be offered counselling, depending on the nature of the incident and person(s) involved
- Parents/caregivers should be contacted and consequences implemented, consistent with our school's behaviour support guidelines
- Consequences for students will be individually-based, and may involve:
  - Social skills support
  - Reinforcement of positive behaviours
  - Class/Year meetings
  - Support structures eg. Check in Check Out, Mentor
  - Ongoing monitoring of identified bullies and victim
  - Rewards for positive behaviour
  - Withdrawal of privileges
  - Community service
  - Exclusion from class
  - Exclusion from playground
  - School suspension
- Counselling support.

#### 4.2 Early Intervention (Tier 2)

Early intervention is critical to responding effectively to bullying.

Tier 2 students whose behaviours do not respond to Tier I supports are provided with additional preventative learning opportunities, including:

- more targeted social skills instruction
- increased adult monitoring and positive attention
- specific and regular daily feedback on their behavioural progress
- additional academic supports if required.

#### 4.3 Specialised Intervention (Tier 3)

Tier 3 students whose behaviours do not respond to Tier I and II supports are provided with intensive preventative strategies, including:

- individualised academic and/or behaviour intervention planning
- more comprehensive, student-centered and case management/wrap-around processes
- school-family-community mental health supports as required.

## 5. OUR SCHOOL'S RESPONSE

Bullying may be reported:

- In person or via email by a student to a staff member
- By a parent via phone, email, or in person
- By a teacher to another teacher, this includes all staff members (non-teaching)

### 5.1 Recording Incidents of Bullying

All incidents of bullying that have been reported will be recorded on school data base and relevant staff will be notified. The report will include the type of bullying, number of incidents and the action taken by staff. This information will form the basis of data collection for the review of bullying in the school by the Assistant Principal and Pastoral Care & Wellbeing Team. General behaviour and bullying reports will be monitored and reviewed by the above mentioned personnel.

### 5.2 Evidence based responses

Our school uses a range of evidence based methods to respond to bullying as outlined below. Methods of intervention will vary according to the incident and persons involved. Refer to Appendix A.

- No Blame Approach
- The Method of Shared Concern
- The Traditional Disciplinary Approach
- Restorative Practice
- Strengthening the Victim
- Mediation
- The Support Group Method.

### 5.3 Referral and the School Counsellor

Students will be referred to the Assistant Principal and/or the School Counsellor for support, depending on the nature of the incident and person(s) involved. Contact the school if you require school counselling support for your child or young person. For high risk cases a referral can be made to the CSO Wellbeing or Child Protection Teams for additional support.

### 5.4 Communication with parents/caregivers

The Principal will make contact with parents/caregivers as required in a timely manner. The communication will focus on, what the school can do and what the family can do to support the child or young person. When required the family may be referred to a community agency/personnel for support.

### 5.5 Bullying prevention is a shared responsibility

Preventing and responding to bullying is a shared responsibility of all staff, students, parents/caregivers and members of the wider school community. The various roles/responsibilities are outlined in Appendix B and C.

### 5.6 Incidents involving assault, threats, intimidation, or harassment

Staff are to report these types of incidents to the Principal or Assistant Principal. They will assess the situation where a decision will be made of the appropriate action to be

taken. Reports will be made to the Police Youth Liaison Officer, Local Area Command and the CSO as required.

#### 5.7 Reporting to the CSO Child Protection or Wellbeing Team

Staff are to report concerns of child wellbeing to the Principal, AP or to the school counsellor. The Principal in consultation with the AP and/or Counsellor will assess the situation and a decision will be made on the appropriate action to be taken and if a referral is warranted to the CSO.

#### 5.8 Complaints handling policy

The Principal deals with formal complaints by following the procedures outlined in the [Diocesan Complaints Handling Policy](#). Parents/caregivers can contact the Catholic Schools Office, Diocese of Broken Bay if dissatisfied with the school's response.

## 6. ADDITIONAL INFORMATION

### Contact Details:

|                |               |
|----------------|---------------|
| Local Police:  | 9971 3399     |
| Beyond Blue:   | 1300 22 46 36 |
| Kids Helpline: | 1800 55 1800  |
| Headspace:     | 8785 3200     |

### Useful websites

[Department of Education Victoria – Bullying Prevention Resources](#)

[Bullying. No Way!](#)

[Cybersmart website](#)

[Safe Schools Hub](#)

[National Centre Against Bullying](#)

[KidsMatters](#)

[MindMatters](#)

[Positive Behaviour Intervention Support \(PBIS\)](#)

[Social and Emotional Learning and Bullying Prevention](#)

[CSO Pastoral Care & Wellbeing website](#)

## Appendix A

### Evidence Based Methods for Addressing Bullying

#### No Blame Approach

The aim of the No Blame approach is to stop bullying episodes by assisting perpetrators of bullying develop empathy for their victims and voluntarily change their behaviour as a result of increased understanding and communication. Students are encouraged to engage in this process with the aid of a support group facilitated by a neutral adult.

### **The Method of Shared Concern**

Students who have engaged in bullying are induced and empowered to assist in resolving the bully/victim problem through the use of individual and group meetings with the participants. This method is usually considered more appropriate for use with senior students attending secondary schools or in the final years of primary. It appears to be unique as a method in dealing with cases in which the victim has behaved provocatively.

### **The Traditional Disciplinary Approach**

This implies the use of direct sanctions administered to students who have bullied someone and also as a general deterrent. This approach is favoured by schools especially in cases of very severe forms of bullying. The bullying behaviour of younger children is more likely to be controlled in this way than that of older students in secondary schools.

### **Restorative Practice**

Those who have engaged in bullying are induced to feel remorse and to take appropriate steps to restore relationships that have been damaged by the bullying. This method can be used when the bully has already admitted to having offended and is either feeling remorseful or can be induced to feel remorseful by being asked to reflect upon their actions. It is assumed that the problem can be resolved by the bully acting restoratively (i.e. by making an apology which is likely to be accepted by the victim and wider community).

For further information:

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

### **Strengthening the Victim**

Students are helped to acquire the necessary skills and resolution to confront and discourage the bullying, thereby removing the need for the third party to take direct action. This approach may be used in some, but not all, cases of bullying – the initial imbalance of power between the bully and victim needs to be relatively small, and the nature of the bullying is verbal rather than physical. Careful assessment should be made about the victim's capability to acquire and employ the necessary skills.

### **Mediation**

Cooperation of the perpetrators is gained by revealing them to the distress that has been experienced by the victim at a meeting, in which students supportive of the victim are additionally present. Mediation can only occur when (1) the participants are willing to participate and (2) the mediator is strictly neutral. The use of mediation in the minority of cases which allow for its use can have a very positive effect upon the general ethos of the school as more students see the value of resolving interpersonal difficulties peacefully.

### **The Support Group Method**

Cooperation of the perpetrators is gained by revealing them to the distress that has been experienced by the victim at a meeting, in which students supportive of the victim are additionally present. This approach typically addresses the cases of bullying where there



has been group involvement. It is important to recognise that no one is being blamed for the bullying. This approach gathers assistance for the victimised student. It does this by sharing knowledge of his or her distress at a meeting with the perpetrators, together with peers who would offer support to the victim.

For further information:

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachoverview.aspx>

## Appendix B

### Responding to Bullying

#### **What can students do?**

##### **If it happens to me:**

- Tell the student who is bullying to stop. State quite clearly that the behaviour is against school values/rules and is offensive
- Ignore them and walk away
- Seek help. Talk about it to someone you trust
- Report it to a member of staff, a trustworthy friend or buddy. Feel confident that an incident can be solved
- Talk it over openly with your parents/caregivers – they can help you make a decision
- Do NOT retaliate with physical or verbal abuse
- If you are experiencing bullying on the way to or from school, you're your parents/caregivers and walk home with a friend
- Write a description of the event and report it to a teacher. (use the Hassle Form)
- Use the ABC (Avoid and move away, Be assertive and stand up for what is right & Call for help) strategy

##### **If it happens to someone else:**

- Tell the person to stop bullying – be an 'upstander' not a bystander.
- Be a friend to the person being bullied
- Encourage the person being bullied to inform someone
- Seek help. You can decide to do something about it and help to protect others
- Write a description of the event and place it in the class meeting box/wellbeing email or give it to a teacher
- Talk it over with the teacher.

For further information:

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/students.aspx>

#### **What can parents/caregivers do?**

- Be aware of the signs of distress in your child, e.g. unwillingness to attend school, a pattern of illness, missing equipment, requests for extra money, damaged equipment or clothing
- Inform the school of any cases of suspected bullying even if your child is not directly involved or affected
- Take an active interest in your child's social life and acquaintances
- Assist your child to discuss any incidence of bullying with a teacher. If possible, allow your child to report and deal with the situation. Your child can gain respect and confidence through taking the initiative and dealing with the problem without direct parental involvement
- If your child is being bullied, discourage any planned retaliation, either physical or verbal, by discussing positive strategies they can use
- Be positive about your child's qualities and encourage your child to be tolerant and caring
- Be willing to attend interviews if your child is involved in an incident of bullying, and work cooperatively with the school
- Do not deal directly with the other children or their parents/caregivers but work through and with the school
- Discuss the school's expectations about behaviour and how best to deal with bullying.

Adapted from: Friendly Schools and Families

For further information:

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/parents.aspx>

## Appendix C

### Bullying Prevention is a Shared Responsibility

#### Roles and Responsibilities

Preventing and responding to bullying is a shared responsibility of all staff, students, parents/caregivers and members of the wider school community.

The various responsibilities are outlined below.

#### Staff

School staff have a responsibility to:

- Respect and support students
- Model and promote appropriate respectful behaviour
- Understand the school and system policies relating to bullying, behaviour, responsible use of technology and pastoral care
- Respond in a timely manner to incidents of bullying according to the school's Anti-Bullying Guidelines
- Provide a safe and supportive learning environment
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

## **Students**

Students have a responsibility to:

- Act appropriately, respecting individual differences and diversity
- Act as responsible digital citizens and responsible users of ICT
- Follow the school anti-bullying guidelines
- Act as a responsible 'upstander' rather than a bystander
- Report incidents of bullying
- Seek support if bullied and refrain from retaliating in any bullying incident.
- Use the 'Dolphin, Shark, Jellyfish' strategy

## **Parent/Caregivers**

Parent/carers have a responsibility to:

- Treat all members of the school community with dignity and respect
- Be aware of the school anti-bullying guidelines
- Support their children to understand bullying behaviour, to become responsible citizens and to develop responsible online behaviour
- Support their children in developing positive responses to incidents of bullying
- Report incidents of bullying according to the school anti-bullying guidelines
- Work collaboratively and calmly with the school to resolve incidents of bullying when they occur.

## **Members of the school community**

All members of the school community have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community.
- support the school's Anti-bullying Guidelines through words and actions.
- work collaboratively with the school to resolve incidents of bullying when they occur.

The following 'mediation' strategies may also be used to investigate incidents of inappropriate behaviour and reported bullying

## RESPONDING TO AN INCIDENT

### 1. HELPFUL TIPS TO FOLLOW

#### Conflict Resolution for Children Setting the Scene - Who's involved?

1. Identify the two main children involved in the dispute, speak with them away from other children
2. Assure them that the discussion is not intended to get anyone into trouble but to try to sort out the problem and come to an agreement
3. Tell them you would like to hear from both of them, in turn, what they are disagreeing/upset about

#### Getting the Story - Taking Turns in Listening/Talking

4. Listen to what they each have to say in turn, remember to remain neutral/objective
5. Reframe negative comments into positive comments  
eg. 'Sally is being mean' can be reframed to 'What would you like Sally to do so that you can both get on together?' then 'What can you do so that you both get along?' ie. putting responsibility for outcome on the children

#### Resolution

6. Try to find or help formulate areas of agreement eg 'So you would both like to be friends with all the girls, what can you both do to make that happen?' This is put in the form of a question so they can be encouraged to generate a solution, not the adult telling them the solution.
7. Work towards getting both children to a point of agreement 'Do you think that if you could get along, then all the girls could be friends with both of you?' - win/win  
Again put in the form of a question to keep them generating the solutions/outcomes.

## RESPONDING TO AN INCIDENT - 2

1. Following the PBL FLOWCHART;
2. Ask the teacher to recount (in writing) the incident. This may be the teacher on duty or in the classroom where the incident occurred.
3. Ask the children to recount (in writing) the incident. Only children who were directly involved and witnessed the incident.
  - o You may want to ask a reliable student to relay the incident for everyone to hear and then ask the students to agree/disagree and add anything else.
  - o It is not necessary to ask every child if the above is clear and succinct
  - o You should relay the recount and ask for the students' consensus

4. Check that the PBL flowchart has been followed and if there has been a Time Out, Physical or Verbal incident that a 'White Slip' is completed and sent to the principal.
5. Report back to the person who has reported the incident.

| DO  | SENTENCE STEM   | DON'T  |
|---|---|--|
| Reassure  | We all make mistakes, we are here to clarify what happened for everyone's' safety | Take sides   |
| Use neutral language                                  | Tell me what you saw, said and heard  | Use of respond with emotive language                     |
| Stick to the facts (quarantine the current situation) | I want to know what happened today/with this incident reported                    | Rehash past events or rely on here-say                   |
| Respond in a timely and calm manner                   | Thank you for your report I will attend to this and get back to you               | React  |
| Listen and be present                                 | I am going to listen to what you say and write this down                          | Interrupt and put your own interpretation on the recount |
| Document the investigation                            | I will write this down so we can all agree to the same recount                    | Rely on memory   |
| Listen for the data                                   | Tell me what you saw and NOT what you think you saw                               | Buy into the emotion                                     |
| Remove from incident                                  | Go into the office so I can discuss this with you                                 | Let the play continue                                    |

### REMEMBER:


1. GET THE FACTS AND RECORD- FOLLOW THE PROCESS
2. RESPOND TO THE PERSON WHO HAS MADE THE REPORT- RULE- EMAIL TO EMAIL, CALL TO CALL
3. FILE IN RELEVANT CHILD'S FILE
4. Remember this is NOT about you
5. Always feel free to have someone as a witness/minute taker when meeting with students or parents.

### RESOURCES

[Hassle Form](#)

## Parent Information and Dolphin, Shark & Jellyfish Strategy

These Guidelines are to be reviewed periodically and not less frequently than once every three years from the date of the last review.

| DATES                  |              |                  |   |
|------------------------|--------------|------------------|---|
| <b>Formulated</b>      | 2015         | <b>Adopted</b>   | 2015  |
| <b>Implemented</b>     | 2015         | <b>Reviewed</b>  | 2020  |
| <b>Next Review Due</b> | 2023         |                  |   |
| AUTHORISATION          |              |                  |   |
| <b>Principal</b>       | Josie Vescio | <b>Signature</b> |  |