



St John Fisher College

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RIGHT RELATIONSHIPS: STUDENT BEHAVIOUR SUPPORT PLAN



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1. VISION FOR STUDENT BEHAVIOUR SUPPORT AT ST JOHN FISHER

The pastoral care of our students is the essence of everything that happens in the St John Fisher community. We believe that all members of our community are entitled to feel safe and to be valued. We are committed to engaging students in positive relationships with others in the community and we engage gospel values in this process. In dealing with behavioural issues, we focus particularly on the dignity of each human being, respect for others, compassion, the grace of forgiveness, reconciliation and treating others as you wish to be treated. Our mission is to provide guidance and education for all students so that they will truly come to live these gospel values in their daily lives.

Pastoral Care in Action

The main carer on a day-to-day basis for each student at St John Fisher College is the Pastoral Care teacher. The PC teacher meets with students every morning and is responsible for their general wellbeing in the College. The PC teacher will refer issues to the Wellbeing Leader or other support staff when necessary.

The Wellbeing Leader handles most of the serious student issues which may arise. If students are experiencing difficulties or problems, they should approach their Wellbeing Leader to discuss the matter. The Wellbeing Leader works in conjunction with the Wellbeing Team to ensure the welfare of all students at the College

The Wellbeing Team consists of the Assistant Principal Administration (Wellbeing), the Pastoral Leaders, the Counsellor and the Support Teacher Inclusive Education. This team works in collaborative partnership to provide pastoral support for all students.

The College Counsellor is available for all our girls. The counsellor will deal confidentially with any girl or parent who seeks assistance. The counsellor will work in consultation with members of the Leadership and Wellbeing Team to assist the students with their needs. The counsellor will also work in conjunction with the VET/Careers Coordinator with student enquiries with regards to career development.

The Support Teacher Inclusive Education is also available to support staff and students. The Support Teacher Inclusive Education assists in identifying inclusive practices that create effective learning environments for students.

2. CONTEXT

St John Fisher College is a Catholic girls' college. Our students come from approximately 30 different feeder schools and a wide geographical area. The College has traditionally upheld high standards of behaviour and dress and our parents strongly support these standards and seek enrolment at our College because of them.

3. CONSULTATION AND DATA REVIEW

This Student Behaviour Support Plan was developed in consultation with our school community. Consultation occurred through whole staff meetings, Wellbeing Team meetings, Leadership team meetings and meetings with our Parents and Friends Association and the College Board. The draft plan was distributed for comment and review. At St John Fisher College, there are processes in place to regularly review data relating to student attendance and student incident reports. This data has informed the development of this Plan. The Plan was endorsed by the Principal, the College Board, and the Area Supervisor, and will be reviewed at least every 5 years.

4. BELIEFS ABOUT LEARNING AND BEHAVIOUR

At St John Fisher College, a tradition exists of expressing the College vision using the language of "the John Fisher Way". This is a way of acting, speaking and behaving as a member of our community.

In practice, the John Fisher Way may be demonstrated by:

- thanking others graciously
- treating others with kindness and respect
- having respect for yourself
- behaving with dignity
- sharing your unique gifts and talents with the school community
- becoming involved in extracurricular activities
- showing respect and courtesy towards others
- showing respect for the property of others
- caring for the environment

- being responsible and accountable for one's actions
- showing acceptance and tolerance of others
- being inclusive of others
- having pride in your appearance and your uniform
- taking risks and having a go
- having confidence in yourself
- being resilient when faced with hurdles
- telling the truth
- being a problem solver
- doing acts of kindness towards others
- contributing to the community.

5. ROLES, RIGHTS AND RESPONSIBILITIES

Our supportive school environment is based upon rights and responsibilities. We believe that all students are responsible for their own actions and must be taught to respect the rights of others. Teachers have the right to teach and students have a right to learn in safety. No student has the right to disrupt at school especially if they are preventing other students from learning or threatening the safety and rights of others. We seek to develop strong partnerships with parents in guiding their child's behaviour and we ask parents to support their child in following the Student Code of Conduct.

6. PROACTIVE/ PREVENTATIVE STRATEGIES

The Pastoral program at St John Fisher College is based on our commitment to engaging in positive and meaningful relationships with all members of the community. We recognise that providing positive support for students is at the very foundation of our College ethos. This positive support must be at the core of all relationships throughout the College. We will endeavour to engage students through their participation in all aspects of the College community life.

PSD PROGRAM

The College operates a Personal and Social Development program which aims to be proactive in teaching students appropriate and respectful behaviours. This includes teaching students such things as:

- social skills such as conflict resolution
- strategies for making friends
- resilience
- personal safety
- drug and alcohol awareness

CLASSROOM STRATEGIES

Classroom teachers may provide this positive support to students using some of the following strategies:

- giving verbal praise.
- giving written praise in the student planner.
- giving written praise in the student work book.
- contacting parents of their PC students as a form of welcome.
- providing guidance and advice to students on how to show courtesy and respect for others.
- encouraging students to take responsibility for their actions and to seek solutions to their own problems.
- displaying student work.
- giving positive feedback on student work or behaviour.
- sending letters of commendation to parents.
- assisting students with organisational skills and meeting deadlines.
- assisting students with assignments.
- giving students extra tuition where necessary.
- making appropriate modifications to assessment tasks where necessary.
- providing opportunities for student success.
- attending parent information evenings in order to develop partnerships with parents.
- allocating students areas of responsibility within the classroom.
- encouraging students to participate in class activities
- encouraging students to participate in extra-curricular activities.
- encouraging students to participate in House activities.
- encouraging students to participate in team-based projects or activities.
- referring students to staff who may assist them e.g. the Counsellor, Deputy Principal, VET Coordinator.
- nominating students for awards at Year level assemblies.
- nominating students for awards at the Night of Excellence.

COCURRICULAR ACITIVITIES

The College offers a rich and broad range of co-curricular activities with an emphasis on participation. We strongly believe that this contributes to the development of positive self-esteem and a sense of connection to the community.

WHOLE SCHOOL STRATEGIES

The successes and efforts of staff members and students are acknowledged at whole school assemblies, staff meetings, and/or are written in the fortnightly school newsletter.

7. TARGETED BEHAVIOUR SUPPORT

Targeted strategies are implemented for students who are at risk, and may include intervention programs involving support and specialist staff. Communication between parents/ caregivers and staff will take place before, during, and after additional supports are implemented. Examples of these interventions may include the following:

- Social Skills programs developed by the College counsellor
- Adjustments to curriculum
- Use of special provisions policy
- Additional support for completion of assessment
- Involvement of Support Teacher Inclusive Education and/or Guidance Counsellor

8. INTENSIVE BEHAVIOUR SUPPORT

Some students may require specialised services to support their behaviour. Examples of these may include but are not limited to the following:

- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Individual behaviour plan based on Functional Behaviour Assessment
- Support Teacher Inclusive Education and/or Guidance Counsellor
- Wrap Around with outside agencies e.g. EVOLVE.
- Support from outside agencies e.g. Autism Qld
- Collaboration with outside health professionals and allied health professionals

9. CHALLENGE STRATEGIES FOR INAPPROPRIATE STUDENT BEHAVIOUR

At all times, we encourage our students to build strong and positive relationships within the College community. On occasion, students may engage in behaviours that do not contribute to right relationships within the College community. When this occurs, we need to challenge these behaviours in ways that reflect the Gospel values of care, concern, forgiveness and reconciliation. As growing and developing beings, our students sometimes need the guidance of College and family in choosing appropriate behaviour and developing skills of self-discipline.

Classroom teachers are responsible for implementing strategies in response to inappropriate classroom behaviour. These strategies may include:

- Bringing a student back on task by use of voice, gesture, eye contact, body language.
- Issuing a verbal instruction to a student to modify their behaviour.
- Separating a student from other students or repositioning them to a more suitable position in the room.
- Providing opportunities for a student to modify their behaviour.
- Giving a short period of time out within the immediate classroom environment.
- Recording instances of student misbehaviour.
- Communicating with parents by writing a note in the Student Planner.
- Directing a student to complete extra work during the lunch break or for homework.
- Directing a student to perform community service at lunch break e.g. picking up litter.
- Supervising the student at a lunch time detention.
- Communicating with parents by writing a note in the Student Planner.
- Contacting parents to resolve issues by working together in partnership.

PLEASE NOTE: The use of corporal punishment is prohibited at St John Fisher College.

It is generally not appropriate for students to be sent to the Pastoral Leader by the teacher during a lesson. Subject teachers should record details of misbehaviour and the action that they have taken and pass details on to the relevant Pastoral Leader and Pastoral Care teacher should that be necessary. The Pastoral Leader maintains responsibility for collating these records of misbehaviour and keeping them filed appropriately.

HAT PARTY

Hat Party is withdrawal from the grounds for part of the lunch break. It is considered to be a less serious consequence than a detention given by classroom teachers in response to classroom matters. Hat Party is mainly issued in response to uniform

infringements. It may also be used to assist with student compliance regarding school wide issues. Hat Party will take place in Room 6 from 11:15am – 11:35am on Monday, Wednesday and Friday.

Students may be given a Hat Party for the following reasons:

- a. Uniform infringements. e.g. not wearing hat, incorrect uniform, nail polish, make-up, jewelry.
- b. Failure to return office borrowing or debts on borrowed money at the office.
- c. Failure to comply with PC duties e.g. returning forms, getting planners signed.
- d. Failure to comply with academic requirements. Teachers need to liaise with the Subject Coordinator and Pastoral Leader in order to put students on academic detention. Only Wellbeing Leaders may put students on lunch detention for this reason.

Hat Party is not an appropriate consequence for the following:

- a. Homework not adequately completed.
- b. Failure to attend a teacher's lunch detention.
- c. Failure to bring correct equipment or clothing to class.
- d. Lack of compliance or inappropriate behaviour by large numbers of students (i.e. four or more).
- e. Inappropriate classroom behaviour.

These should be dealt with by the classroom teacher with the support of the Curriculum or Wellbeing Leader:

Students arriving more than five minutes late to Hat Party will be required to complete that Hat Party and will be placed on Hat Party for the next day.

Failure to attend a Hat Party on the first occasion will result in the student being issued two Hat Parties as a replacement.

Failure to attend a Hat Party on the second occasion will result in the student being issued an after school detention for the following Tuesday. Parents will be communicated details of this.

A student who has been issued with a classroom detention will need to show the Hat Party supervising teacher a note in their diary from the classroom teacher indicating this. The Hat Party will then be rescheduled.

All names of girls attending Hat Party are recorded in a spreadsheet on the Portal. Students attending Hat Party will receive notification of their successful attendance and the spreadsheet will be updated. The teacher issuing the Hat Party is to check that it has been completed and confer with the Assistant Principal Administration (Wellbeing) if there are any concerns.

The Assistant Principal Administration (Wellbeing) will be responsible for monitoring attendance at Hat Party.

ONGOING INAPPROPRIATE BEHAVIOUR

Consultation with the Pastoral Leader and/or Assistant Principal Administration (Wellbeing) needs to occur for more serious incidents or a continuing pattern of inappropriate behaviour. The Pastoral Leader or Assistant Principal Administration (Wellbeing) will act as necessary. This may include:

- Supervising the student at a lunch time detention.
- Directing a student to perform community service at lunch break or after school.
- Withdrawing a student from class for part of a day.
- Withdrawing a student from the playground at morning tea and lunch.
- Seeking information from all the teachers of the student regarding their progress and behaviour.
- Monitoring student behaviour by use of a Behaviour Card.
- Recording instances of student misbehaviour.
- Communicating with parents by writing a note in the Student Planner.
- Contacting parents by phone or letter in order to resolve issues by working together in partnership.
- Requiring the student to attend a detention outside of normal school hours.
- Withdrawing year level privileges from the student e.g. exam block, driving to school.
- Issuing the student with a behaviour card to monitor behaviour.

The Pastoral Leader may consult and liaise with other members of the Pastoral Team in dealing with student issues. This includes the Assistant Principal Administration (Wellbeing), other Wellbeing Leaders, the Counsellor and the Support Teacher Inclusive Education. It is crucial that this team works closely together to ensure that the needs of the student are being appropriately addressed.

In the case of serious incidents of disobedience, disruption, abuse, violence, harm or self-harm, the Assistant Principal Administration (Wellbeing) will intervene immediately to address student behaviour and ensure the safety of all staff and students. The Assistant Principal Administration (Wellbeing) will consult with the Principal regarding internal suspensions involving a full day and external suspensions.

SUSPENSIONS and EXCLUSIONS

The Principal may suspend a student externally for a period of up to ten school days if necessary where the behaviour involves the following:

- Persistent non-compliance, disobedience, insolence, verbal harassment or abuse
- Persistent disruption
- Serious breaches within the student support plan.

Before this occurs, it is necessary to ensure that other reasonable support and challenge strategies have been applied and documented. All reasonable steps need to have been taken to ensure that the student and/or their parents/caregivers have been advised of the specific misbehaviour which is unacceptable.

The Principal may suspend immediately any student whose behaviour includes the following:

- Possession of alcohol or illegal drugs. This matter will also be referred to the police.
- Violence or threats of serious physical violence against others of self. This will also be reported as per Student Protection processes.
- Concerning or serious sexual behaviour. This will also be reported as per Student Protection processes.
- Possession of a weapon or a knife. This matter will also be reported to the police.
- Verbal abuse.

Notification of external suspensions must be given in writing even if other contact has been made with parents/ caregivers. This notification should:

- indicate the reasons for the suspension
- advise the length of the suspension, the expected return date, the conditions to be met to enable return, and the re-entry support process
- outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension and the clear expectation that the student will continue with studies while suspended and away from the school
- indicate the importance of parents working cooperatively with the school in resolving the matter
- request a parental meeting at the school to discuss re-entry
- refer parents/ caregivers to the published Student Behaviour Support Plan

As soon as possible after the suspension has taken place, a full report is to be written by the Assistant Principal Administration (Wellbeing) on behalf of the Principal as to the background and reason for suspension, with the period of suspension clearly specified. A copy of the report is to be included in the letter to parents and placed on the student's file.

In extreme cases, the Principal may consult with the Area Supervisor and the Executive Director regarding the exclusion of a student from school as per Brisbane Catholic Education policy. Alternatively, the Principal may negotiate a change of school to another Catholic school if this is appropriate.

10. PROCESS FOR APPEALS

Appeals by parents/ caregivers, or student living independently, are made to

- The Principal in relation to external suspensions of less than three days
- The Area Supervisor in relation to external suspensions of more than three days
- The Executive Director in relation to exclusions.

The Principal and Area Supervisor will ensure that parents/ caregivers/ independent students are given appropriate support in this process.

11. RELEVANT BCE POLICIES

This Behaviour Support Plan is to be considered in conjunction with the following BCE documents:

- BCE Student Behaviour Support Policy
- Student Behaviour Support Guidelines, Regulations and Procedures
- Management of Weapons in Schools
- Management of Police Investigations in Schools
- Management of Drug related Incidents in Schools
- Management of Social media in schools

12. STAFF PROFESSIONAL LEARNING

An induction session is conducted for all staff new to the College on all aspects of the Right Relationships policies and procedures.

At the start of each year, the Assistant Principal Administration (Wellbeing) conducts a session with all staff articulating the whole school approach to behaviour support. Pastoral Leaders in their meetings with Pastoral Care teachers also articulate how the Behaviour Support Plan is implemented for different year levels.

Once per semester, a staff meeting is dedicated to professional learning for teachers with regards to skill development of staff. In the past, this has included topics such as conflict resolution, teaching students' strategies for making friends, cyberbullying, bullying and so on.

RIGHT RELATIONSHIPS POLICY: ANTI-BULLYING

St John Fisher College does not tolerate bullying.

POLICY STATEMENT

Our College seeks to affirm each student's worth, dignity and vocation. Bullying contravenes this goal and may interfere with a student's right to strive for excellence in all dimensions of life. Bullying involves the misuse of power, position and privilege. It involves intimidation, coercion and deliberate control and can take several forms - physical, verbal, social, psychological and cyberbullying.

All students in our College have the right to an education free from humiliation, harassment and abuse. Bullying affects the whole College - not just the perpetrators and the victims. It can damage the atmosphere of a classroom, cause division in the playground, involve other members of students' families and can thus affect the climate of the whole College community. Bullying does not meld with the Vision of this College:

"The St John Fisher College Community is inspired by God's Spirit and the Catholic faith tradition to live, to love and to learn with respect for truth, the courage to seek justice, the gift of peace and the grace to forgive as we respond with equal dynamism to society's challenges today and tomorrow."

Mutual respect is the foundation of all relationships at St John Fisher College. We believe in the fundamental gospel value of treating others as we would like to be treated. We do not support bullying behaviours and are committed to being proactive and thorough in responding to bullying behaviours.

Any reports of bullying at St John Fisher College will be treated seriously and investigated promptly, fairly and impartially.

Definition of Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

(National Centre Against Bullying, 2018)

TYPES BULLYING (Adapted from www.ncab.org.au, 2018)

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be subtler. The different types of bullying that we look at below are some of the ways that bullying could be happening.

Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long-term damage.

Verbal bullying

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.

Social bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance.

Cyber bullying

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:

- Abusive or hurtful texts emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in

WHAT IS NOT BULLYING

Other forms of hurtful behaviour are often mistaken for bullying. Upsetting and harmful things happen, but not all of them are bullying.

Arguments and disagreements

Arguments or disagreements are upsetting, but usually everyone involved wants to solve the problem and there is no power imbalance. A mutual argument or disagreement is not bullying.

Not liking someone

Not liking a person is not bullying unless someone deliberately and repeatedly tries to cause someone else distress, exclude them or encourage others to dislike them. You do not have to be best friends with everyone. However, you do need to be polite and respectful to everyone.

Random or one-off events

Single acts of meanness, spite, conflict, rejection, exclusion, physical harm and emotional aggression hurt people and can cause great distress. However, these things are not examples of bullying unless someone is **deliberately** and **repeatedly** doing them.

In these situations, Pastoral Leaders will assist and advise students on correct and appropriate behaviours. Inappropriate behaviours will be dealt with according to the Behaviour Management policy. These situations may be recorded on the Incident Report form to monitor if they are being repeated.

STUDENTS: WHAT YOU CAN DO ABOUT BULLYING

- Tell your parents.
- **Report the behaviour** to a teacher that you trust or to your Year Coordinator.
- Talk to a counsellor at **Kids Helpline 1800 55 1800**
- Get web counselling or email counselling at <http://www.kidshelp.com.au/>
- Cultivate multiple circles of friends so that you have different people to hang out with if you are having problems with one friend or group of friends.
- Get involved with lots of activities both in and out of school.
- Try to change the subject if your friends are engaging in nasty gossip about someone.
- Always show your displeasure with bullying when you witness it.
- Disassociate yourself from nasty behaviours which are bullying behaviours. Walk away from people when they are doing this.
- Speak out or intervene to try to stop the bullying.

For cyber bullying:

- **BLOCK DELETE and REPORT** anyone who is bullying you.
- Save the evidence. Screenshot conversations. Print down online comments.
- Never respond to online bullying, threats, name-calling and so on.
- Never say anything on the internet that you would not say to someone's face.
- Find other interests and decrease your internet time.

REPORTING PROCEDURES FOR STUDENTS

- Report all incidents of bullying to a trusted staff member who will inform the Pastoral Leader. Students will be required to complete an Incident Report.
- You will be required to discuss the incident with a Pastoral Leader and/or member of Leadership Team. The Pastoral Leader will record details of the incident/s. You may be asked to provide evidence of the bullying.
- The Pastoral Leader may then seek further statements from witnesses or other involved.
- Parents may be notified and possibly required to attend an interview to discuss a future course of action.

PREVENTION STRATEGIES

The College has taken the following actions to prevent and control exposure to the risk of bullying:

- provided all staff with professional development in awareness of the anti-bullying policy and procedures.
- conducted a regular review of the anti-bullying policy and procedures.
- educated all students about the bullying policy upon entry to the College in Year Seven via the Personal and Social Development Program.

- implemented an ongoing Personal and Social Development program which teaches students about the types of bullying, appropriate responses to bullying and the skills for emotional resilience such as communication, assertiveness, empathy, social skills, conflict resolution, self-esteem building, problem solving skills, stress management.

OTHER PROACTIVE STRATEGIES FOR STAFF

- Build a culture that celebrates diversity in all aspects of College life. Engage students in learning about tolerance, understanding and acceptance of others.
- Encourage students to have multiple circles of friends so that they have some resilience to friendship group fall-outs.
- Encourage students to be engaged in extra-curricular activities as a way of building self-esteem.
- Train students, staff and parents how to follow school procedures and intervene when they witness bullying
- Include information about bullying and how to respond to it in the Student Planner.
- Publish websites and phone numbers in the Planner so students have access to help.
- Create a positive social climate which rewards and values respectful behaviours.
- Support children with limited social skills to join in school activities.
- Ensure that all areas of the playground are supervised thoroughly.

PROCEDURES FOR ALL TEACHING STAFF

- Record all single incidents of bullying, however subtle or minor, in Engage. Notify the Pastoral Leader and Assistant Principal Administration (Wellbeing).
- Do not tolerate any of these described bullying behaviours within the classroom. Deal with these as per the behaviour management policy.
- Be role models of respect and empathy and use language that supports this anti-bullying message to students.
- Adopt inclusive practices in the classroom.
- Support the Pastoral Leader in creating engaging ways to educate girls about bullying prevention during PSD lessons.

PROCEDURES FOR PASTORAL TEAM (Pastoral Leaders, Assistant Principal Administration (Wellbeing), Counsellor, Support Teacher Inclusive Education)

- Investigate all reports of bullying. As much as possible, ask students to make written statements. Then, interview both parties separately in consultation with the Assistant Principal Administration (Wellbeing).
- Take statements from and/or interview other independent witnesses if necessary.
- Consult with the Assistant Principal Administration (Wellbeing) or other members of the Pastoral Team as to appropriate responses and further action.
- Record details on the Incident Report, Engage and place this only on the student file.
- Pastoral Leaders will store student statements and records of interview in student files and Engage.
- Be alert to repeat offenders and patterns of bullying that may be developing.

PROCEDURES FOR LEADERSHIP TEAM

- Meet with parents for repeated or serious infringements.
- Liaise with all staff to implement protective strategies for students.
- Implement detentions, suspensions or exclusions when necessary.
- Implement proactive strategies in association with Pastoral Team.
- Review and implement policy in association with Pastoral Team.
- Develop and review policy in association with staff, Student Representative Council, College Board, Parents and Friends Association.

APPROPRIATE RESPONSES

The College response to incidents of bullying may include a range of supportive and/or disciplinary measures as considered appropriate

Supportive measures may include:

- Support for both parties using a no-blame approach aimed at creating empathy between the parties
- Support from the Guidance Counsellor where appropriate
- Support from the Learning Enhancement Coordinator where appropriate.
- Support from the Pastoral Leader where appropriate.
- Mediation meetings if appropriate.
- Referrals to external agencies if necessary.

Disciplinary measures may include:

- Interview with Pastoral Leader.
- Monitoring of student behaviour via a behaviour card.
- Withdrawal from playground at morning tea and lunch.
- Detention.
- Sanctions aimed to prevent further bullying.
- Withdrawal from classes and interactions with other students.
- Interview with Assistant Principal Administration (Wellbeing).

- Written communication with parents.
- External suspension.
- Interview with parents and Assistant Principal Administration (Wellbeing).
- Interview with parents and Principal.

PROACTIVE STRATEGIES FOR PARENTS/ CAREGIVERS

- Watch for signs of distress in your daughter. Everyone reacts differently. The following indicators are a guide only and are not exhaustive. There could be:
 - a pattern of headaches or stomach aches,
 - changes in eating or sleeping patterns
 - frequent tears or anger
 - mood swings
 - unexplained bruising, cuts or scratches
 - regularly feeling ill in the morning
 - withdrawn behaviour or stammering
 - insecure or frightened behaviour
 - aggressive or unreasonable behaviour
 - refusal to discuss what is wrong
 - exclusion from the social group
 - aloneness or lack of connection with peers
 - requests for extra pocket money
 - missing or damaged clothing or belongings
 - an unwillingness to attend school
- Talk to your daughter about appropriate responses to bullying such as showing their displeasure and discomfort with it, disassociating themselves from it, intervening and reporting.
- Teach your daughter skills for emotional resilience such as communication, assertiveness, empathy, social skills, conflict resolution, self-esteem building, problem solving skills, stress management.
- Encourage your daughter to have multiple circles of friends so that she has some resilience to friendship group fall-outs.
- Encourage your daughter to be engaged extra-curricular activities as a way of building self-esteem.
- Monitor closely internet and mobile phone use.
- Take an active interest in your daughter's social life.
- Encourage your daughter to resolve her own problems. Avoid rushing in to solve friendship group problems.

PROCEDURES FOR PARENTS/CAREGIVERS

- Inform a staff member immediately if you think your daughter is being bullied.
- Advise your daughter to tell a trusted teacher.
- Keep a written record if the bullying persists - who? what? where? when?
- Print a hard copy of any examples of cyber bullying.
- Assure your daughter that there is nothing wrong with her.
- Encourage your daughter not to hit back or respond verbally.
- Contact the school to check that your daughter has spoken to someone about the problem and arrange a meeting to find out what the school will do to address the problem.

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RIGHT RELATIONSHIPS: STUDENT PROTECTION REPORTING PROCEDURES FOR STAFF

All reports or allegations of harm caused to a student must be reported according to the following two BCE policies. In both cases, there are reporting requirements for staff.

All allegations of harm to a child/ student caused by non-employees shall be handled in accordance with the Brisbane Catholic Education policy ***Student Protection: Reporting Processes (2009)***.

Inappropriate behaviour or harm caused by a staff member shall be handled in accordance with the Brisbane Catholic Education policy ***Reporting and Investigative Processes for Allegations of Inappropriate Behaviour and Harm to Child/ Student by Employees (2009)***.

For full and specific details of the required procedures, refer to these documents which are available on the BCE web site.

REPORTING OF HARM BY NON-EMPLOYEES, FAMILY, OTHER STUDENTS AND SELF HARM

All allegations of harm to a child/ student caused by non-employees shall be handled in accordance with the Brisbane Catholic Education policy ***Student Protection: Reporting Processes (2009)***. This policy will apply to allegations made regarding non-employees such as family, friends, other students and shall also include self-harm.

HARM

Harm has been defined in law as *“any detrimental effect of a significant nature on the child’s/student’s physical, psychological or emotional wellbeing”*.

“It is immaterial how the harm is caused.

Harm can be caused by –

- a) physical, psychological or emotional abuse or neglect; or*
- b) sexual abuse or exploitation”.*

Child Protection Act 1999

Education (Accreditation of Non-State Schools) Act and Regulations 2001

PASTORAL GUIDELINES FOR DEALING WITH A DISCLOSURE

School personnel are often the first people students may tell when they are feeling unsafe.

DO:

- listen attentively, actively and be non-judgemental
- react calmly to the information the student provides
- only question the student if absolutely necessary and restrict yourself to questions such as *‘Tell me what happened...and/or Tell me more about that....’*
- reassure the student that e.g. *‘I am pleased you have told me these things’*.
- reassure them they are not to blame
- provide pastoral support to the student and be aware of the privacy issues involved
- be honest about your responsibility to take action

DO NOT:

- react emotionally or accuse
- seek any more information than is absolutely necessary
- ask leading or probing questions or put words in the student’s mouth
- make promises that you cannot keep – particularly about not telling others about the information such as the Principal or other SPC
- leave the child alone immediately after a disclosure.
- discuss the situation with parents, caregivers or others (other than those designated e.g. Principal or SPC).

GENERAL INFORMATION ABOUT HANDLING DISCLOSURES

Remember it is not a school staff member’s role to investigate. Only ask enough questions to help you decide whether you have **reasonable grounds to suspect* harm or risk of harm.

Excessive questioning could cause distress and confusion and could interfere with any subsequent investigation undertaken by relevant State authorities.

As soon as possible after the disclosure take detailed **relevant** notes about any signs, disclosures, injuries, and behaviours that cause you to be concerned for the student's safety or wellbeing

CONTACT WITH PARENTS/ CARERS

When the concerns of harm to a student are in relation to someone in the student's family and/or someone who resides in the student's home, the parents/guardians must not be informed of the concerns by the school before or after the report is made.

STAFF REPORTING REQUIREMENTS

If a staff member raises concern about a student's safety, they are required to speak with a Student Protection Contact (SPC) and document their concern in reporting format.

Student Protection Contacts

- Principal – Ms Catherine Galvin
- Guidance Counsellor – Ms Amy Hodgkinson
- Deputy Principal – Ms Britt Gurnett
- Assistant Principal Administration (Wellbeing) – Mr Andrew McEwan

The Principal will then decide on whether a further course of action is appropriate, including reporting to Department of Communities (Child Safety Services) or the Queensland Police Service (QPS).

REPORTING OF INAPPROPRIATE BEHAVIOUR OR HARM CAUSED BY A STAFF MEMBER

All instances of inappropriate behaviour or harm caused by a staff member shall be handled in accordance with the Brisbane Catholic Education policy *Reporting and Investigative Processes for Allegations of Inappropriate Behaviour and Harm to Child/ Student by Employees (2009)*.

MANDATORY STAFF REPORTING REQUIREMENTS

If an employee receives a report from a student alleging inappropriate behaviour by an employee or if it is reasonable to suspect a child, or a student attending the school, will be, is being, or has been the subject of inappropriate behaviour by an employee, **employees must make an oral, and/or written statement to the school principal and/or another stated staff member (student protection contact) and keep appropriate records.** Such allegations might constitute physical, sexual, emotional or psychological inappropriate conduct

If reported to the student protection contact, this person must report to the principal or nominated representative as soon as possible and keep appropriate records. If an allegation of inappropriate behaviour is made against the school principal, the information should be passed to the Executive Director (or delegate).

HARM – SEXUAL ABUSE

Current paid school employees who become aware or reasonably suspect that another school employee has sexually abused a current student, **must immediately make a written report to the school principal or the Executive Director (or delegate) and keep appropriate records. Mandatory reporting requirement – Education (General Provisions) Act 2003 s.366. (See Forms 3 & 4)**

If a sexual abuse allegation is made against the school principal, the written report should immediately be passed to the Executive Director (or delegate) who will then immediately make the mandatory report to police.

OTHER HARM

Upon receiving a level 3 allegation (other than an allegation of sexual abuse) the employee **must report to the principal or the student protection contact.**

Reporting responsibilities for the Principal and Brisbane Catholic Education staff are further outlined in the BCE Policy documents.