



## **Pastoral Care, Behaviour Support and Bullying Procedures.**

### **Rationale**

To support students through a preventative education program whilst aligning with the CEWA Child Safe Framework.

Sources of Authority	
CECWA Policy	3.0 Community Policy
CEWA Executive Directive	Student behaviour, safety and wellbeing Behaviour (incl Health and attendance)

#### 1. Scope

The procedures apply to students, teachers, caregivers and wider community members.

#### 3. Definition

Student Safety Wellbeing and Behaviour guides the creation of cultures of safety and wellbeing where students feel safe and can flourish in their learning and development. The CEWA executive directive ensures all CEWA employees have the knowledge and skills to promote student wellbeing and respond and intervene in matters where the behaviour, safety or mental health of students is a concern.

#### 4. Procedure

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## **Section 4.1.0: PASTORAL CARE**

### **4.1.1 Vision**

Our vision is to share the message of God's love and friendship in a community of learners, developing the full potential of each child.

### **4.1.2 Values**

<b>Joy</b>	Celebrating the good in ourselves and others.
<b>Courage</b>	Having the inner strength to be the best we can be.
<b>Unity</b>	Working in harmony with one another.

### **4.1.3 Rationale**

Pastoral care means enhancing the dignity of each person within a Catholic faith community.

The dignity and respect of each person in the school's community are considered as fundamental in the entire educational process. Pastoral care infuses all aspects of school life. It is concerned with maximising learning and growth, and developing the beliefs, values, attitudes, knowledge, skills

and practices to enable all to become inner-directed, contributing members of God's creation.

It is important for students to see common beliefs, attitudes and goals between their home and their school. Respectful communication between parents, carers and the school is of vital importance. To prevent misunderstanding, parents need to be informed of changes, encouraged to be involved in the school and have confidence that they have chosen the most supportive school for their child. Parents, staff and students are expected to work in partnership to help strengthen our pastoral care program over time.

All members of the leadership team are available to hear concerns, but parents are asked to discuss classroom issues with the class teacher first. It is important that appointments are made so quality time can be set aside.

Communication is the important element of pastoral care. Issues can be discussed, and various strategies implemented with the support and cooperation of all parties involved. Individual programs and plans may be developed and implemented, in conjunction with parents, teachers and children involved. This will help increase self-esteem, prevent bullying, deal with crisis, help those in need and develop behaviour support plans if needed.

Our framework is flexible in order to account for the individual needs of each student, knowing that all policies within the school are influenced by the Pastoral Care Policy. The integration of culture and faith, and of life and faith is considered in our Procedures.

Administrators, parents and staff will be role models in the mutual care and support they show each other and the students. It is from the Pastoral dimension of the total school life that students learn their own value and dignity. Every community member shares responsibility for the pastoral dimension of the Catholic School.

Pastoral Care at St Lawrence Primary School:

1. has the individual as its focus
2. permeates all aspects of the curriculum
3. is exercised mutually by all members of the school community
4. promotes respect for the rights of every person.

## **Section 4.2.0: Behaviour Support**

### **4.2.1 Rationale**

All members of the St Lawrence school community need to be able to experience a caring, safe and positive school environment for themselves and others. The Behaviour Support procedures are informed by positive behaviour, support and restorative practices. The procedures outlined seek to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

### **4.2.2 Student Connectedness and Engagement**

An essential element of wellbeing is the experience of belonging; of being connected to others in a community, being accepted and valued; and being positively involved and engaged. Schools are integral in the enhancement of student wellbeing. When a school is addressing student behaviour that is judged inappropriate or wrongful, behaviour support processes which ensure that the student remains engaged and connected with the school community are to be preferred to those that disengage the student.

### **4.2.3 Restorative Practices and Positive Behaviour Support**

The philosophy of Restorative Practices informs a positive and formative approach to student behaviour support and is recommended for Catholic schools.

- A commitment to Restorative Practices has as its aim the promotion of resilience in the one harmed and the one causing harm.
- Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others.

### **4.2.4 Rights and Responsibilities**

#### **Students have the RIGHT to:**

- Learn in a purposeful and supportive environment.
- Work and play in a safe, secure, friendly and clean environment.
- Be treated with respect, courtesy and honesty.
- Equal treatment regardless of race, gender or physical ability.
- Interact with others in an atmosphere free from harassment and bullying.
- Express themselves.

**Students have the RESPONSIBILITY to:**

- Display respectful, courteous and honest behaviour.
- Ensure that their behaviour is not disruptive to the learning of others.
- Ensure that the school environment is kept neat, tidy and secure.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Behave in a way that protects the safety and well-being of others.
- Ensure their behaviour does not intimidate others.
- Display respect for the school property, personal property and the property of others.

**Staff have the RIGHT to:**

- Teach in a purposeful and non-disruptive environment.
- Teach in a safe, secure and clean environment.
- Cooperate and receive support from parents in matters relating to their children's education.
- Be the first point of contact if there is an issue or concern with one of their students.
- Be vigilant about bullying and encourage awareness of the school's procedures.

**Parents have the RIGHT to:**

- Be treated with respect, courtesy and honesty.
- Be informed of curriculum material, behaviour support procedures and decisions affecting their child's health and welfare.
- Be informed of their child's progress.
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.
- Expect that bullying will be dealt with.
- Cooperate and receive support from teachers in matters relating to their child's education.

**Parents have the RESPONSIBILITY to:**

- Model respectful, courteous and honest behaviour.
- See bullying as a behaviour and not personalise in the form of a bully.
- Ensure that their child attends school regularly and on time.
- Support the school in implementing behaviour support strategies, particularly in relation to their own child.
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning.
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment.

- Support the school in providing a meaningful and adequate education for their child/children.
- Inform the school about repetitive inappropriate behaviours towards their child.
- Make teachers the first point of contact if there is an issue or concern with one of their students.
- Respect and maintain confidentiality between staff and parents.

#### 4.2.5 Guidelines

Our Behaviour Support Procedures emphasise and acknowledge positive behaviours by:

- including consequences that are fair, reasonable and age appropriate;
- being known, clearly understood and agreed upon by all students;
- being written, displayed and made known to others working with the students.
- being available to parents via the school website;
- continually being reviewed by staff.

#### 4.2.6 Actions and Consequences

LEVEL 1 BEHAVIOURS
Behaviour
<p>Minor Behaviours which are:</p> <p><b>Disruptive, Disrespectful, Destructive, Disengaged Behaviours</b></p> <p>A student fails to comply with school rules, which include but are not limited to;</p> <ol style="list-style-type: none"> <li>1. Disruptive behaviour</li> <li>2. Disturbing other students learning and disrupting the class</li> <li>3. Forgetting to bring equipment to class repeatedly</li> <li>4. Failing to follow staff members instructions</li> <li>5. Repeatedly receiving uniform slips</li> <li>6. Unacceptable manners</li> <li>7. Unacceptable language</li> <li>8. Using putdowns</li> <li>9. Being in an out of bounds area</li> <li>10. Failure to complete homework repeatedly</li> <li>11. Failure to respect equipment and use it appropriately</li> <li>12. Misuse of Technology</li> <li>13. Breaking Playground rules</li> </ol>
Reactive Support
<p><b>In this reactive space the teacher will;</b></p> <p>Initiate individual Classroom Management/Support Strategy</p>

## LEVEL 2 BEHAVIOURS

### Behaviour

**Repeated** Minor Behaviours three times or more) which are:

Disruptive, Disrespectful, Destructive, Disengaged Behaviours

### Repeated Minor Behaviours based on age appropriateness and teacher discretion.

A student fails to comply with school rules, which include but are not limited to;

1. Disruptive behaviour
2. Disturbing other students learning and disrupting the class
3. Forgetting to bring equipment to class repeatedly
4. Failing to follow staff members instructions
5. Repeatedly receiving uniform slips
6. Unacceptable manners
7. Unacceptable language
8. Using putdowns
9. Being in an out of bounds area
10. Failure to complete homework repeatedly
11. Failure to respect equipment and use it appropriately
12. Misuse of Technology
13. Breaking Playground rules

### Reactive Support

#### **In this reactive space the teacher will;**

- Initiate individual Classroom Management/Support Strategy
- Inform parent via email (cc in appropriate Assistant Principal; K-Yr2 Mrs Gabrielle Brennan, Yr3-Yr6 Ms Kathleen Tranquille (when required Mr Sheldon Carey (Principal)
- Email to parent sent and recorded on SEQTA by teacher involved.
- Consider need for IBSP or review current IBSP

## LEVEL 3 BEHAVIOURS

### Behaviour

#### Major Behaviours

Behaviours which **impact** upon the physical, emotional psychological safety of self, students and surroundings OR minor behaviours that have been ongoing and repeated over time.

A student fails to comply with school rules inside and outside of the classroom including but not limited to;

- Constantly disrupting the class
- Abusive language towards any member of the school community
- Physical violence
- Causing harm to others intentionally or through rough/dangerous play
- Damage of property
- Teasing / taunting / bullying – this includes both physical and verbal
- Disrespecting the role of staff members
- Disrespecting property
- Any safety issues that put self or others in danger
- Abuse of social media – See IT Guidelines

### Reactive Support

#### **In this reactive space the teacher will;**

- Ensure *safety first* for all
- Seek assistance via Administration (front office)
- Review proactive strategies
- Enter all actions into SEQTA
- Consider the need for IBSP or review current IBSP

#### **In this reactive space the Principal/Assistant Principal will;**

- Contact the parents and arrange a meeting if required
- Ask the student to complete a **Reflection Sheet** document
- Arrange a Behaviour management conference with the Teacher present. Decisions made following meeting, about consequences and support for student.
  - o Time out recess / lunch
  - o Liaison with outside agencies – school psychologist,
  - o Loss of privileges
  - o Individual behaviour management plan
  - o Behaviour management conference initiated by Principal/Assistant Principal to meet with teacher, parent and student.

\*Kindy and Pre-Primary children have their behaviour issues dealt with immediately, as this is developmentally appropriate. The class teacher must be advised as soon as possible of the behaviour and appropriate intervention put in place by the duty teacher in conjunction with the child's class teacher. The incident must be recorded by the class or duty teacher on SEQTA. Where necessary, a member of the Leadership Team is involved.



## LEVEL 4 BEHAVIOURS

### Behaviour

#### Major Behaviours

Behaviours which **significantly impact** upon the physical, emotional, psychological safety of self, students and surroundings.

Repeated Major Behaviours based on age appropriateness and teacher discretion.

A student fails to comply with school rules inside and outside of the classroom including but not limited to;

- Constantly disrupting the class
- Abusive language towards any member of the school community
- Physical violence
- Causing harm to others intentionally or through rough/dangerous play
- Damage of property
- Teasing / taunting / bullying – this includes both physical and verbal
- Disrespecting the role of staff members
- Disrespecting property
- Any safety issues that puts self or others in danger
- Abuse of social media – See ICT Guidelines

#### **In this reactive space the teacher will;**

- Ensure safety first for all
- Seek assistance via Administration (front office)
- Review proactive strategies
- Consider need/review for IBSP

#### **In this reactive space the Principal will;**

- Contact parents via telephone
- Follow up by email the Outcome of phone discussion.
- Ensure that the Parents are called in for a school meeting
- Consider external assessment/support.
- Ensure that the consequences from this meeting are developed and shared with the parents, student and classroom teacher.

## **Proactive Support for all levels of Behaviour**

### **Review Classroom Environment**

- Consistency/predictability/routine
- Classroom layout
- Clear expectations
- Revisit rules on regular basis

### **Classroom Support Strategies**

- Examples may include;
- Check-in activities
- Positive language/specific praise/encouraging growth mindset
- Affirm positive behaviour
- Reminder of choices and consequences
- Give option of Fidget Basket
- Classroom incentives
- Brain breaks

### **Engage Emotional Regulation Teaching & Activities**

- Movement breaks
- Mindfulness activities
- Heavy Lifting activities
- Class Meditation
- Regulation break ("I need a break card")

### **Seek consultation with Support Staff as needed**

#### **Reflective Strategies**

Examples may include;

- 'Keeping Safe Plan'
- 'Reflection Sheet'
- Communication with parent (proactive)
- Support Plan
- Create/Refer to Individualised Behaviour Support Plan (IBSP)

### **Seek consultation with Support Staff as needed**

#### **4.2.7 Extreme Clause**

In extreme cases, identified by Leadership and in consultation with regional psychologist, expulsion may occur. Expulsion of students follows due process in line with the Catholic Education Office as per Policy – Exclusion of Students for Disciplinary Reasons.

## **Section 4.3.0: Dealing with bullying and harassment procedures.**

### **RATIONALE**

St Lawrence Primary School has a responsibility to provide an educational environment that promotes the dignity and respect of the person and, therefore, aims to eliminate bullying and harassment in all forms.

Learning outcomes, physical health, emotional, psychological and spiritual well-being can be adversely affected by bullying, harassment and violence. Students who are bullied or harassed tend to have poorer health, lower self-esteem, more interpersonal difficulties, higher levels of loneliness, depression, suicidal ideation and increased anxiety. They are also more likely to have a dislike of and want to avoid school, higher absenteeism and lower academic competence. The effects of bullying can begin in life and, for some, last a lifetime.

### **DEFINITIONS**

Bullying involves:

- a desire to hurt
- hurtful behaviour (physical, verbal or relational)
- an imbalance of power
- an unjust use of power
- typically repetition
- is experienced by the target of the aggression as oppressive, and by the perpetrator as

enjoyable

Additionally, Bullying can be characterized as: causing distress, not only at the time of the attack but also by the threat of future attacks and, an imbalance of power (that is inappropriate and where there is an intention to hurt).

Its nature may be:

- Verbal - name-calling, put-downs, threats (spoken, written or electronic)
- Physical - hitting, tripping, punching, throwing objects, stealing
- Social – ignoring, hiding, ostracizing
- Psychological – stalking, threatening looks, spreading rumours, damaging possessions

Harassment is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended.

(Adapted from CEO Policy, Harassment in School, 1998). Harassment can be seen as one form of bullying.

Bullying and harassment are often thought of separately, however, both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference'.

These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, personality, age, marital status, parenting status or economic status.

Unlike bullying and harassment, violence is not necessarily associated with an imbalance of power. It can occur between people of equal power. It implies extreme forcefulness, usually (but not always) of a physical kind.

## **AIM**

The Bullying guidelines/procedures aim to ensure that all community members are able to grow and develop within a safe caring environment, where each person is valued.

## **PRINCIPLES**

1. Catholic schools owe a duty of care to their students.
2. Catholic schools provide supportive environments which:
  - o - Encourage socially appropriate behaviour using positive behaviour management
  - o - Promote respect for self and others
  - o - Develop physical/emotional well-being and resiliency; and
  - o - Develop interpersonal skills and positive mental health.
3. Dealing with bullying, harassment and violence requires quality leadership and role modelling to facilitate strategy implementation and sustained change, together with a whole-school community approach that is consistent with the CEWA's Care Framework, the school's Pastoral Care practices and the school's Evangelization Plan.
4. Bullying, harassment and violence shall be dealt with. When bullying, harassment and violence are ignored or overlooked, it serves to condone or reinforce the behaviour. Bystanders (those who observe bullying) can encourage or assist those who bully simply by doing nothing.
5. While the aim is to promote and encourage positive behaviour, school policy and procedure shall contain clear statements regarding the range of appropriate consequences that may be applicable for unacceptable behaviour. In looking at consequences relating to specific issues, considerations should be given to other circumstances which may have bearing such as family or Mental Health matters.

6. All parties to incidents of Bullying, Harassment and /violence are entitled to appropriate support.

Being aware of the legislative requirements relating to violence, bullying and harassment (refer CEWA policy “Harassment in Schools”.)

- Ensuring that claims of violence, bullying and harassment are speedily and constructively addressed according to school-based strategies.

**Students are responsible for:**

- Understanding and practising their rights and respecting the rights of others to be free from bullying and harassment.
- Discouraging bullying behaviour by taking on the role of pro-active bystander.
- Being aware of and using the appropriate procedures for responding to incidents of bullying

or harassment.

**Parents are responsible for:**

- Supporting the school’s policy and procedures on bullying and harassment
  - Approaching the school if they think their child is being bullied or harassed.
- Participating in meetings with the school so as to assist the staff with resolving the incidence of bullying involving their child

## 1.5. School Support Systems

These include:

- Access to school psychologists
- Parents
- Teachers
- The Leadership Team

## 6. 1.6. Teaching and Learning Programs

The following teaching and learning strategies may provide further support.

- Opportunities to discuss 'bullying' in class time.
- Life skills

§ Resources available or series of lessons on Bullying Behaviour, Friendly Kids,

Friendly Classrooms.

- Learning Area Integration – Religious Education, Values Education, Health.
- Society and Environment.
- Keeping Safe Curriculum.

1.7. All incidents of suspected or reported bullying will be fully investigated and should be reported immediately to:

- The class or duty teacher.
- The parent who should then report the incident immediately to the class teacher or the Principal.
- The Principal directly by the child or parent or staff member.

A letter of concern is forwarded to the child's parents to acknowledge inappropriate behaviour in the playground/classroom. This written notification to the perpetrator's parents will contain details of:

- The offence.
- The sanctions/punishment.
- The consequences of the perpetrator offending again.

Alternately the Principal may, by telephone/in person, contact the parents of the child displaying bullying behaviour and the victim's parents and inform/discuss the bullying incident.

The investigation process will:

- Honour the principles of natural justice
- Ensure that all parties and witnesses are interviewed independently and

in an appropriate manner.

- Attempt to establish the reason for the bullying.
- Aim to heal the relationship between the parties.
- Reinforce the school rule and policies within the interview process.
- Ongoing bullying will be raised with the Principal and documented

as necessary

8. 1.8. A case management model to be used when bullying and harassment behaviour persists.

**All class teachers and staff members** will reinforce the school's ethos and expectations in regards to the principles of this policy with parental involvement and if appropriate, outside agencies e.g. school psychologist.

**All classes** will maintain an anti-bullying awareness within the teaching program and environment.

To support those who are bullied all community members:

- Should be educated to differentiate between "dobbing" and reporting.
- Should be encouraged to recognize the Christ-image in their peers and to take responsibility for the more vulnerable members of the

community.

- Should promote tolerance and be encouraged to accept and celebrate

the unique differences within each person.

- Should be nurtured within a supportive school environment.

9. 1.9. As bullying/harassment records may contain information of a sensitive nature, such information will be deemed as Closed Access Records and will be noted as of a confidential nature, with the Principal managing the information appropriately.

To support those who display bullying behaviour in changing their behaviours community members will:

- Be encouraged to influence children displaying bullying behavior positively and to model appropriate behaviour for these children.
- Develop a no tolerance approach to bullying behaviour. Where a child is found to be displaying bullying behaviour the following principles will be

honoured:

- Natural justice.
- Confidentiality.

The reconciliation process will aim to change the attitude and behaviour of children displaying bullying behaviour and provide support and restore the well being of children who have been hurt by abusive behaviour by their peers.

- Supporting the child displaying bullying behaviour to take responsibility for his/her behaviour and to act on his/her ability to make choices.
  - Assist the child displaying bullying behaviour to develop appropriate non-violent ways to meet his/her needs.
  - Reason with the child displaying bullying behaviour and help his/her to appreciate the feelings of others.
  - Assist the child displaying bullying behaviour to understand the consequences of his/her actions on others.
  - Introducing sanctions.
  - Healing the relationship between the child displaying bullying behaviour and the victim.
  - Counselling the victim and providing strategies for them to utilize.
  - Reconciliation meeting with the child displaying bullying behaviour and victim.

#### Guidelines/Procedures Development

The school-based guidelines/procedures shall be developed using a broad consultative process and may include: Leadership Team, Staff Members, Parents, children and outside agencies e.g. School Psychologist.

#### **Professional Development**

Professional development will be planned according to the needs of the school. Any professional development will be in line with current research.

#### **Monitoring and Review of Policy**



Monitoring and regular review of the policy is the responsibility of the Leadership Team.

**All documentation will be kept on SEQTA.**

This will include anecdotal notes, interview notes and letters of concern including parent/student sessions of goal setting, reconciliation.

Teachers will be alert to those situations, which trigger violence, bullying and harassment, and to those places in the playground where most bullying occurs.

#### 4.4.0 Rationale

To comply with the System Agreement with the Minister for Education Clause 6(3) stating *all schools in the system will be required to adhere to a "Code of Conduct" on child safety in accordance with the standard determined by the Minister under section 159(1)(l) of the Act.*

The purpose of the Code of Conduct is to describe minimum standards of conduct in all behaviour and decision making to ensure the safety and well-being of students.

#### 4.4.2 Scope

The Code applies to staff, students, volunteers, parents and guardians as applicable.

#### 4.4.3 School Code of Conduct Principles

- You act safely and competently.
- You give priority to students' safety and well-being in all your behaviour and decision making.
- You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.
- You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.
- You respect the dignity, culture, values and beliefs of each member of the school community.
- You treat personal information about members of the school community as private and confidential.

- You give impartial, honest and accurate information about the education, safety and well-being of students.
- You support all members of the school community in making informed decisions about students.
- You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.
- You maintain and build on the community's trust and confidence in Catholic schools and the Church.
- You act reflectively and ethically.
- You allow students to have a voice in their education, safety and well-being.

#### **4.5.0 APPENDICES**

##### **4.5.1 PK – Y6 Behaviour *procedures***

Classroom rules are established with the class at the beginning of the school year and revisited regularly throughout the year. Rules are expressed in positive terms and clearly displayed in the classroom. Students are made aware of the consequences which will be applied consistently for breaches of the class rules.

Teachers ensure that class rules cover:

- Communication
- Learning
- Respect
- Safety

Each class behaviour management procedures will promote the development of:

- Gospel values,
- Social responsibility,
- Self-discipline
- Independence and initiative,
- While at the same time building the child's own self-concept through a system of praise, encouragement and rewards.

##### **4.5.2 Critical Incident Reflection**

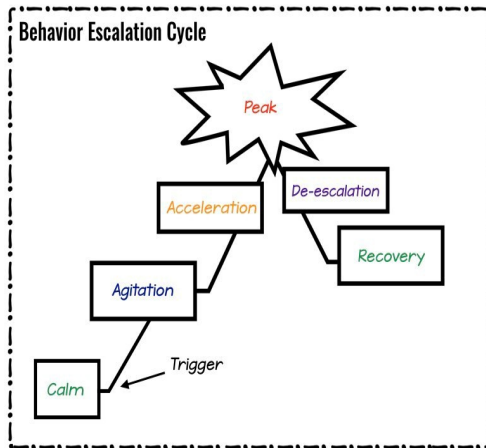
*This document is to assist a reflection process for staff following a critical incident. It may also guide discussions with the Leadership Team when*

reviewing a critical incident which has taken place with a student. Critical incidents must be reported to the Principal and recorded on the Critical incident register.

### Recognising

How full do you think the student's cup is

How full is your cup right



**REMEMBER:** Emotional regulation can be supported via:

- ★ Connection
- ★ Empathy
- ★ Physical activities
- ★ Clear consistent boundaries
- ★ Predictability

Calm – Co regulation

### Reviewing the incident:

Is there currently a Behaviour Support Plan in place?

What was the trigger?

What support was provided during agitation stage?

What support was provided during acceleration stage?

What support/safeguarding was provided during peak escalation?

What supported de-escalation?

What supported recovery?

\*Document/ update child's Behaviour Support Plan as needed

### Future Planning:

What revisions need to be made to the current Behaviour Support Plan?

Has child been supported to self-reflect on the incident?

Are any additional supports / information needed?

What support are you arranging for yourself if needed?