St Joseph's
Primary School
Portland

St Joseph'Catholic Primary School

Wellbeing & Pastoral Care Plan

incorporating the
- **Well-being & Pastoral Care Policy**
  - **Discipline Policy**
  - **Anti-Bullying Policy**

Version	Action	Date	Next Review
Policy23.v1	Implemented	15.3.23	March 2026

Catholic Education Office Diocese of Bathurst
Pastoral Care and Wellbeing Framework

The Wellbeing of Principals, Executive Staff, Regional Staff, Teachers, Parents and Students are intrinsically linked in solid, supportive, successful communities. All members of the school community have a fundamental right to be treated with respect and, for students and school staff, to learn and teach in a safe and supportive environment. Through the development of quality relationships, the provision of nurturing learning experiences and the establishment of an effective care network, the dignity of the individual within the Catholic faith community is enhanced. CEDB school communities strive to strengthen a culture of Encounter so all may Achieve and Flourish.

OUR VISION

We at St Joseph's believe that we can provide a faith-filled, caring environment where each child is given the best opportunities to grow and develop, while striving for excellence in all areas of learning and building meaningful relationships with Jesus Christ and each other.

OUR MISSION

In partnership with the family, parish and community, the staff of St Joseph's Catholic School will provide all students with the opportunities to succeed and reach their full potential through a culture of high expectations. Authentic relationships and positive attitudes will foster the emotional well-being of students and staff. We are therefore committed to:

ENCOUNTER
- A PERSONAL RELATIONSHIP WITH JESUS CHRIST – *Each child will be encouraged to develop a special, personal relationship with Jesus Christ.*
- A SHARED MINISTRY – *Parents, school and parish work in partnership as a shared ministry to engender and affirm the Catholic Faith according to the appropriate level of the child's faith development.*
- A FAITH COMMUNITY – *Children will be valued, active members of a spirit-filled faith community. This encompasses the initiation and immersion into the Sacramental life of the church, rich liturgical experiences and frequent opportunities for prayer.*
- WITNESS TO FAITH – *As Christians we will develop a sense of responsibility to actively witness and share our faith, particularly in the fostering of Gospel values in the wider community.*
- SOCIAL RESPONSIBILITY – *By developing an awareness of the value of God's creation, we will foster a responsible, balanced attitude towards the community and the environment.*

ACHIEVE
- FULL POTENTIAL – *Children will be encouraged to realise their full potential. This should be achieved in an atmosphere that values excellence in all areas of endeavour, recognises individual levels of development and equips children with the skills to cope with the future.*
- SELF DISCIPLINE – *The individual development of self-discipline will occur in a Christian environment which fosters self-direction and free will.*

FLOURISH
- SELF ESTEEM – *Fostering self esteem is essential for the cognitive development and education of the 'whole person'. Children need to grow as valued members of the school community.*
- INDEPENDENCE – *Children will be given opportunities and encouraged to develop their feelings, goals and ideas in a spirit of care and cooperation with their peers*

Wellbeing and Pastoral Care Statement
(CEDB Student Wellbeing Framework)

Our school plays a vital role in promoting the wellbeing of all students. Our approach to wellbeing is strongly grounded in Catholic Christian beliefs and values. Wellbeing is defined as an ongoing experience of wholeness and hope that is integral to learning and overall health and life success. It relates to the interconnectedness of emotional, physical, cognitive, social and spiritual dimensions within the person.

Educational settings are uniquely placed to positively influence wellbeing. They have a critical role to play in fostering positive and sustainable characteristics that enable students to achieve their full potential. Evidence supports the strong, mutual relationship between safety, wellbeing and learning.

The Australian Student Wellbeing Framework (2018) was developed to provide schools with a vision and set of guiding principles to support school communities to build positive learning environments and to address student wellbeing priorities.

The five interconnected elements of: leadership, inclusion, student voice, partnerships and support, provide the foundation for enhanced student wellbeing and learning outcomes.

The Australian Professional Standards for Teachers reflects an emphasis on student safety, inclusion and wellbeing. The Australian Curriculum general capabilities also address student wellbeing in the areas of personal and social competence, self-management, ethical behaviour, intercultural understanding, thinking skills and creativity.

Encounter, Achieve and Flourish: A Framework for Wellbeing for Systemic Schools in the Diocese of Bathurst is underpinned by the Gospel values that characterise Catholic education in our schools.

- *Hope and Resurrection*
- *Freedom from Oppression*
- *God's Presence in the Whole World*
- *Search for Truth and Wisdom*
- *Reconciliation*
- *Positive View of Life*
- *Community and Common Good*

Encounter, Achieve, Flourish utilises the Australian Student Wellbeing Framework and the Be You initiative, which are complementary and mutually reinforcing.

There are five elements in the Framework:

*Leadership - visible leadership to inspire positive school communities
*Inclusion - an inclusive and connected school culture
*Student voice - Authentic student participation
*Partnerships - Effective family and community partnerships
*Support – Wellbeing and support for positive behaviour

These provide the foundation for the whole school community to promote student wellbeing, safety and learning outcomes.

The Australian Student Wellbeing Framework identifies a range of effective practices for principals, school leaders and teachers to use to build positive and inclusive learning environments.

The Student Wellbeing Framework supports schools to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life.

The vision of the Framework is that schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential.

The Framework is based on evidence that demonstrates the strong association between safety, wellbeing and learning.

Flowing from Our Vision

The key to good teaching and learning in our school is the learning environment, and the quality of this environment is significantly determined by the human relationships within the school.
Pastoral care cannot be thought of in separate terms from the teaching and learning within the school; it is a key determinant of successful learning. Good pastoral care is exemplified by:

- Quality teaching and learning
- Good behaviour management
- High expectations of student performance
- Teachers caring for students at the human level
- Respectful relationships within the school community.

High quality pastoral care flows from our vision of Catholic education as expressed in our vision and mission statements.
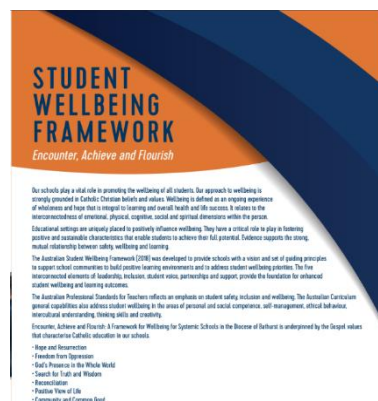
Ref: Framework: CEDB Wellbeing and Diverse Learning Website:
https://sites.google.com/bth.catholic.edu.au/pastoralcarewellbeing/home

STUDENTS RIGHTS AND RESPONSIBILITIES

As a student I have the right to:

- be taught in a Catholic environment – one that allows me to develop a genuine spiritual life that embodies the joy, compassion and hope of an active Christian faith.
- be happy and safe and to be treated with compassion
- expect my property to be safe within our school
- learn in a school environment free from noise or litter pollution
- a safe and healthy learning environment
- learn without interference or distraction from other students
- be taught by teachers who are fair, competent, and sympathetic to my needs
- learn in an environment that is supportive of my individual talents
- be valued and supported as a St Joseph's student
- the opportunity to represent the school at various community and Diocesan events

As a student I have the responsibility to:

- respect the values and traditions of our Church and our school and be open to the development of my faith through liturgies, retreats, prayer and religious education lessons
- see that I do not laugh at, hit, push, exclude, threaten, or mock other people in our school. I have the responsibility to make sure that all members of our school community feel safe and are treated with respect
- ensure that I respect and look after the property of others and that I take responsibility for my own property
- to ensure I look after school equipment
- see that I do not interfere with or distract other students from their work
- co-operate and comply with the instruction of staff and seek appropriate avenue in order to resolve any problems I may be experiencing
- develop my talents to the best of my ability in all areas of school life by always giving of my best
- uphold the good name of the school by mt words, actions and appearance and to behave at all times in a manner that will bring credit to the school
- wear the St Joseph's school uniform with pride and according to the 'Uniform Guidelines'

TEACHERS RIGHTS AND RESPONSIBILITIES

"As teachers, you kindle in your students a thirst for truth and wisdom. You spark off in them a desire for beauty. You introduce them to their cultural heritage. You help the to discover the treasures of other cultures and peoples. What an awesome responsibility and privilege is yours in the teaching profession." John Paul II, Melbourne 25th November 1985

As a teacher I can expect to:

- be respected by staff, students and parents
- be supported by staff, students and parents
- teach students according to their needs with minimal interruptions
- enjoy work and feel safe
- be listened to and recognised for efforts and professionalism
- expect my spiritual and personal formation will be consistent with Catholic values and tradition

As a teacher I have a responsibility to:

- show respect to colleagues, students and parents by speaking appropriately, acting fairly and leading by example
- be supportive by cooperating with others, assisting colleagues and regularly affirming each other;
- respect the dignity of all people
- value the uniqueness of each person, respecting and tolerating the ideas of others;
- build collaborative relationships with parents and parish
- record relevant information using Compass to enhance teaching and learning for all
- provide meaningful, well planned, exciting learning experience catering for various learning styles;
- plan events wisely, avoiding unnecessary messages that interrupt face to face learning
- enforce school behaviour management and OHS policies
- create a peaceful, non-threatening environment, be informed about the developments in the school and to use the processes available in the school
- use appropriate opportunities to voice opinions, listen to colleagues, students and parents;
- acknowledge and praise others' strengths
- participate in professional development
- ensure my attitudes and behaviours reflect Christian teaching and tradition
- to be a ministry to the local Church and contribute to the Church's mission

PARENTS RIGHTS AND RESPONSIBILITIES

See below the Catholic Education Diocese of Bathurst Charter for Schools, Parents and Volunteers in the Bathurst Diocese.

Our Catholic Community Working Together

A Charter for Schools, Parents and Volunteers in Catholic Schools of the Diocese of Bathurst

CATHOLIC EDUCATION
DIOCESE OF BATHURST

This Charter outlines the responsibilities of all members of our Catholic School community - parents, carers, volunteers, educators and school staff - which will enable us to work together to ensure that our schools are collaborative, safe and supportive environments.

All members of the community are expected to support the Mission and Vision of Catholic Education in the Diocese of Bathurst, and the values that underpin this, model acceptable behaviour at all times within the school and at school sponsored activities, and strive to build a harmonious community where students can flourish.

Mission: *Excellence in education within a Christ-centred environment in which all flourish.*

Vision: *An inclusive, innovative system of Catholic schools where lives are transformed through witness to Christ.*

Our Catholic Values:

Positive View of Life
Community and Common Good
Freedom from Oppression
Search for Truth and Wisdom

God's Presence in the World
Reconciliation
Hope and Resurrection

As a parent/carer/volunteer of our school we ask that you:

- Support in words and actions the philosophy of Catholic Education
- Work in partnership with the school for the common goal of achieving what is best for all
- Support and adhere to the school's policies as outlined on the school website
- Understand the importance of a healthy parent/teacher/child relationship and communicate any concerns to your school in a constructive and appropriate manner
- Support the school in its efforts to maintain a positive teaching and learning environment
- Co-operate where your child's behaviour has overstepped accepted school standards, as outlined in school documents and follow the school protocol for communication with staff members
- Discourage gossip and hearsay by communicating your concerns directly with the school and always model good manners for your child
- Maintain a positive and co-operative attitude and interact positively with other parents and members of the school community
- Value the school community and its reputation especially when engaging with social media.

Parents and carers of our schools can expect:

- To be welcomed in our schools as partners in student faith and learning
- To be treated with respect and courtesy by staff, students and other parents
- To be listened to, and clearly communicated with by the school, in regard to your child's education and development
- To have confidentiality over sensitive issues respected by staff
- To be treated fairly, with tolerance and understanding
- To have a timely response to concerns raised (an initial response normally within 48 hours)
- To be treated with professionalism by all staff members.

Parent/carer/volunteer responsibilities:

- Value and champion your school and its reputation. Be mindful of the hurt and damage social media may cause to staff members and other parents
- Respect the rights of staff members and other individuals, including children
- Follow the correct procedures to resolve a conflict or make a complaint
- As valued members of the school community, attend and participate appropriately in school liturgies or special events including sporting carnivals, interschool sport, academic and cultural events.

Unacceptable Behaviour

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments
- Inappropriate, time wasting communication or vexatious complaints
- Inappropriate, aggressive or intimidating posts on social media.

Complaints Procedure

Complaints are managed according to the Complaints Management Policy available on the CEDB website.

Catholic Education Diocese of Bathurst will adopt the principles of procedural fairness and natural justice throughout the complaint management process. This requires a fair and proper procedure to be used, which involves disclosure, a reasonable opportunity to respond and impartiality to reach a fair and correct decision. It is important that all complaints:

- Are handled in a positive and transparent way
- Are recorded at every level, properly documented and reported to the Principal or delegated person as soon as practicable
- Documents related to the complaint are kept and stored in accordance with CEDB procedures
- Are resolved with mutual respect and clear communication.

Parents accept this Charter when signing and accepting the school's policies in the Enrolment Application Form and by the act of accepting enrolment at a Catholic Education Diocese of Bathurst School.

CATHOLIC EDUCATION
DIOCESE OF BATHURST

Related Policies and Guidelines:

Enrolment Policy

Challenging Behaviours Policy

Guidelines for the Management of Complaints

Staff and Student Acceptable Use of Technology Policy

Social Media Policy

Suspension, Expulsion and Termination of Enrolment Policy

Employee Code of Conduct - Catholic Diocese of Bathurst

PASTORAL CARE POLICY

RATIONALE

Pastoral care expresses the ethos and philosophy of the school. It is experienced whenever people in the school community interact creatively to make positive choices about life.

Pastoral Care is essential for developing a school spirit which is welcoming and positive and creates a bond among staff, students and parents. Pastoral Care has its inspiration in the image of Jesus as the shepherd, a symbol of God's constant love.

Pastoral Care may be defined as the expression of care in the school community, which brings together diverse academic, social, physical and religious aspects of a school's life. Pastoral Care is love in action and invites members of the school community to make choices about life. Children are encouraged to fulfil their destiny as sons and daughters of God, created in God's likeness.

Pastoral Care is an expression of the philosophy and vision of the school, reflected in the quality of daily relationships. It embraces all facets of the Curriculum and is sustained by values that reverence life and respect the dignity of each person and the contribution they make to the school community.

> *"Discipline policies and school rules and sanctions are intended to promote the good order of the community, and as such are positive concepts. They should be aids to the fostering of self-discipline and responsibility so that students progressively grow in their capacity to exercise moral judgement, democratic values and a concern for the common good."*
>
> Pastoral Care of Students in Catholic Schools 2003

WHAT IS PASTORAL CARE?

St Joseph's Pastoral Care Policy:
- Is based on a deep respect for the dignity and uniqueness of the individual person as we are all made in the image of God (Genesis 1:27)
- Embraces more than the giving of well prepared, thought-provoking and stimulating lessons. It means being concerned for the total wellbeing of students, and with the development of the whole person
- Is the total care and welfare of students, staff and all others in the school community
- Is embraced by all staff who are entrusted to look after and care for all members of the school community
- Embraces the whole gamut of the curriculum and grounds the school's Vision and Mission statement in the quality of daily relationships
- Recognises the family as the true context of the education process and acknowledges their right to participation
- Involves a genuine interest in one another by celebrating together and including rituals such as welcome and farewell
- Recognises that quality relationships are fundamental to effective learning.

PASTORAL CARE AT ST JOSEPH'S

As a school community, we believe that Pastoral Care:

- Recognises the life of Jesus Christ as the focus and the source of strength and inspiration.
- Is the climate of care which originates in the attitude of respect, acceptance, understanding, real interest and love which teachers and members of the school community show to the students in the various dimensions of school life.
- Is firmly based on the Gospel Values that underpin the ethos of the school and correlate the reality as expressed in structures, procedures and practices.
- Is the atmosphere that is generated and encourages the development of the emotional and spiritual well-being of individuals and the development of effective relationships between students, teachers, clergy and the whole parish community.
- Develop in children a sense of responsibility that they may gain the competence, confidence and right to participate in the cultural and productive life of the school.
- Reflects what is taught within our Religious Education and Personal Development Programs which focus on teaching and implementing strategies that will guide and promote positive values and attitudes relating to personal relationships and behaviour.

KEY PRINCIPLES OF PASTORAL CARE

- Everyone in the school is involved in pastoral care.
- Pastoral care is integral to the enterprise of teaching and learning yet with a significant emphasis on the development and recognition of positive behaviours, mutual respect and cooperation that reflect Christian values.
- The scope of pastoral care embraces a network of relationships among administrators, students, staff, parents and the wider community.
- Staff pastoral care is a vital component in the culture of care in the school.
- Resources on pastoral care are to be accessible to the staff.
- Pastoral care respects the individual's rights and freedoms.
- Pastoral care may be both implicit and explicit in the way it happens.
- Pastoral care is an intentional response to student needs.
- There is an awareness of students with special needs.
- The power of student peers' pastoral care is to be utilised.
- As far as possible, pastoral care should be proactive rather than a pattern of reacting to situations which might have been anticipated and acted upon.
- Pastoral care is an expression of the ethos of the school.

HEALTH & SAFETY

All staff, families and children have the right to be safe when they enter St Joseph's Catholic School, Portland.

The following policies and procedures have been implemented to ensure a safe and healthy learning environment.

1. **Safety**
   - WHS Policy and Committee
   - SWAN Risk Assessments
   - Chemical Safety in Schools Guidelines and staff training
   - Visitors Guidelines
   - Behaviour Management Guidelines
   - Playground Supervision
   - Walk Safely to School Day
   - Fire Drills / Lockdowns (and evaluation)
   - Play Equipment rules
   - Playground organisation
   - No Hat, No Play
   - Electrical safety audit
   - Covid Action Plan
   - Risk Assessments

2. **Healthy**
   - Children, staff and parents are aware that St Joseph's has nut-free guidelines
   - Allergy alert notices are located in the staffroom and canteen
   - Healthy Canteen
   - Crunch & Sip
   - Asthma Friendly School
   - First Aid/CPR Training/Anaphylaxis at the end of each year
   - Immunisation
   - Personal Development
   - Accident Guidelines and Report Book – COMPASS Student Management System
   - Copies of all medical details to relevant staff

3. **Bullying**
   - All Staff have access to our Anti-Bullying Guidelines and a process is in place for reports to be dealt with. Our current Behaviour Management Guidelines takes bullying very seriously and children participate in lessons that help give strategies to make them more resilient and confident in their own ability to deal with conflict situations.

4. **Child Protection**
   - All Staff are trained in Child Protection at the beginning of each year. New staff are trained by the Principal within the first week of commencing work. All paid and volunteer workers must complete a Working with Children check and have it verified at the Service NSW Centre.

INDUCTION AND WELCOME

St Joseph's prides itself in having a welcoming and Christian atmosphere. The following processes have been implemented to welcome new and current visitors, parents and children:

1. **Children**
   - Kindergarten – Jump Into Joeys, Transition Program for new students and New Kindergarten Parent Meeting
   - Beginning School Mass
   - Induction of school leaders
   - Year 5/6 and Kindergarten buddies

2. **Parents**
   - Parents' Handbook and interview
   - School and CEDB website
   - Opportunities for regular and personal contact with Parish/School/P & F
   - Morning teas
   - Book Week Character Parade and Book Fair
   - Parent/Teacher interviews in Term 2
   - Access to appropriate information and guidelines, Annual School Report
   - School involvement (Liturgies, Masses, Canteen, Sport, Special Days)
   - Invitation to whole school assemblies

3. **Teachers**
   - Parish Commissioning Mass
   - Staff Prayer & Reflection Days
   - Beginning Teachers induction and mentoring programs
   - Welcome at Assembly and in the newsletter
   - Acknowledgement of Birthdays
   - Staff luncheon and social outings

4. **Casual Teachers**
   - Welcome placed on the communication board in the staffroom and at morning assembly
   - Classroom teacher to give daily routine to teachers, ensuring that they are aware of class learning for the day
   - Principal to ensure that the playground duty roster is included on communication board display

5. **Farewell**
   - High School Transition and orientation
   - Farewell gift for students and parents (who are leaving the school) at end of year Presentation
   - Staff and/or P & F functions
   - Graduation Mass and Graduation Dinner

SCHOOL SPIRIT

School spirit is seen as an extremely important way to give children a sense of belonging. Our school prayer and school song epitomise our vision and mission values as a school community and these are our focus of each day. School spirit is fostered through the following:

1. **Sense of Tradition**
    - History of the School (Archives) and Photographs displayed
    - Videos/photo albums /photos stored/Multimedia Movies
    - Photo displays
    - Sporting records
    - Sports House competition
    - Trophies
    - Honour Boards – School Captains, Energy Australia Award, Sporting Achievements
    - Use of School Banner
    - School badges
    - Acknowledgement of Country, National Anthem and Flag Raising
    - The school song is sung at all school assemblies
    - Displaying of School Vision and Mission

2. **School Activities**
    - Prayer, Liturgies and Masses
    - Hymn or Mass practice
    - Theme Days
    - Assemblies
    - Cultural visits
    - Sporting carnivals
    - Representative teams (sport, Diocesan Spelling Bee)
    - Disco

3. **Special Events**
    - St Joseph's Feast Day Mass and Walkathon
    - Parish Mass
    - Sacrament Support Liturgies
    - Grandparents Liturgy and Morning Tea
    - Annual P&F Fete
    - Participation in special community events
    - Walk to School Day
    - CWA International Day
    - Bike Day
    - ANZAC Day March
    - Clean Up Australia Day
    - Graduation

4. **Promotion of Mission**
   - Masses/Liturgies/Prayer Services
   - Daily Prayer
   - Staff Prayer
   - Retreats (Staff/student)
   - Reflection Days
   - Project Compassion
   - Catholic Mission

SUPPORT NETWORKS

The following networks are implemented within the St Joseph's Welfare and Pastoral Care Policy.

1. **Friendship Networks**
   - Kindergarten/Year 5/6 partners - A buddy system between students in Kindergarten and Year 5/6 occurs. In this program, Kindergarten students are orientated into the school community. They are supported and encouraged throughout the year through regular contact with their 'buddy'. This also promotes responsibility and leadership for our senior students.

2. **Sense of Belonging for All Students**
   - Uniform
   - School Song/Motto
   - School Prayer

   School Leaders
   - Student Leadership – School leaders are elected at the end of each year for the following year. All students and staff vote and the result is announced at the Graduation Mass
   - GRIP Leadership Day - Held at BMEC in Bathurst every year
   - Retreats/Reflection days - Year Six joins St Patrick's and La Salle Academy, Lithgow
   - Merit Awards System - Merit and other significant school awards are presented at the School Assembly. Growth Mindset awards also link to the Model of Christ-Centred Learning. School leaders organise and present this formal assembly
   - Induction of the Year Six School Leadership Team is held at our Opening School Mass at the beginning of each year. The children ask for God's blessings and receive their respective badges.

3. **Referral Procedures**
   - Locating suitable personnel
   - Identification and Referral Process
   - Referral Forms completed
   - Knowledge of available agencies

4. **Parental Outreach**
   - Parents and Friends Association
   - Canteen
   - Fete
   - Sports Carnivals assistance

STUDENT WELFARE AND POLICY

In accepting our responsibility for the optimum development of every child at St Joseph's Catholic Primary School Portland, the teachers have adopted the following Pastoral Care aims:

- To set a standard whereby the effective education of each child can develop in a productive and positive environment
- To lead the child to grow in self-discipline through self-motivation and self-control and to accept responsibility for their own actions
- To create an environment where harmony, order and respect are present
- To be positive, fair, firm and just in our approach to guiding the child's development

SELF DISCIPLINE

The development of students towards self-discipline is an essential element of the Pastoral Care/Discipline Policy aims.

For our purpose the self-disciplined person is one who:

- Is internally motivated to achieve educational goals. Those goals are freely sought by the individual because he/she understands and accepts their value. A self-disciplined person accepts responsibility for his/her own actions

RATIONALE FOR A CONSEQUENCE-BASED APPROACH TO DISCIPLINE

Given the importance placed on self-discipline in the stated aims, a consequence-based approach to discipline has been adopted for the following reasons:

- At St Joseph's, we are attempting to promote the concept of discipline as being a method of helping the students to become mature and responsible with an ability to lead productive lives
- Real discipline allows children to make choices regarding their behaviour and to learn from the consequences of their decisions
- A system of consequences requires the child to think before he/she acts

PREREQUISITES TO POLICY IMPLEMENTATION

The successful implementation of St Joseph's Pastoral Care and Discipline Policies depends on the following elements:

- The school and individual classrooms must be effective places
- Students must know school and classroom rules
- All teachers should know the school rules and be consistent with the administration of the system
- Students must know the consequences of rule breaking

PARENTAL INVOLVEMENT IN OUR PASTORAL CARE AND DISCIPLINE POLICY

Parents play a major role in determining the effectiveness of the policies. Students should realise that the school situation is an extension of the home and that parents and teachers are working together toward a common set of goals. Promoting the development of a self-disciplined person can be a demanding task and parents may assist by:

- Responding in a positive manner to discipline situations involving their child within the school
- Reinforcing the efforts of the school by taking a positive interest in the daily activities of their child. When problems arise, the alternative behaviour and the related benefits should be discussed
- Supporting the actions of the school
- Any disagreements or doubts about the action of the school should be dealt with by contacting the school to discuss the situation

THE SCHOOL WILL:

- Support parents in promoting the growth and development of the child
- Maintain a close professional relationship with parents which will involve them actively in the welfare and discipline of their child
- Inform parents of matters that are directly related to their child
- Apply the Discipline and Pastoral Care Policies in a firm and consistent manner while remaining open to each situation and re-appraisal of the program

CLASSROOM MANAGEMENT

The great majority of the student's time at school is spent in the classroom. Most of the student's lessons in self-discipline will be learnt in the classroom and the success of the Welfare and Discipline Policy hinges on its implementation at this level.

EVIDENCE OF THE PASTORAL CARE POLICY

1. **Promoting Self Discipline**
   - Pastoral Care and Discipline policies
   - Behaviour Management Guidelines
   - Classroom management
   - Merit Award System
   - Verbal or written affirmation
   - Our Discipline Policy links directly with Awards at the fortnightly assembly.
   - Our Behaviour Management Guidelines allow for children to improve behaviour and be accountable for their actions

2. **Justice and Consistency**
   - Knowledge of content of School Welfare Policy (staff, students, parents)
   - Record keeping through COMPASS Student Management System
   - Behaviour Folder for the Playground (as required)

3. **Rights and Responsibilities**
   - Children are aware of their rights and responsibilities and they are encouraged to treat others accordingly

4. **Communication**
   - Students
   - Staff/Staff meetings/Staff Communication board
   - Parents (verbal/written)
   - Newsletter
   - Email
   - School website
   - Facebook
   - COMPASS Student Management System

PROMOTING SELF ESTEEM

"No act of kindness, no matter how small is ever wasted" - Aesop

1. **Affirmation Strategies**
   - Stickers/charts/prize box
   - Merit Award System
   - Awards at a school assembly
   - Best wishes before representing at higher levels and acknowledgement of results
   - Access to Principal

2. **Special Achievement**
   - Newspaper/Catholic Observer
   - Whole School Assembly
   - Facebook
   - Newsletter
   - Compass School Management System

3. **Personal Development**
   - Second Step Program
   - Classroom lessons are based on the units implemented by the Catholic Education Diocese of Bathurst - CEDB
   - Real Talk Year 4-6 Personal Development Program

CATERING FOR SPECIAL NEEDS

The World Health Organisation (WHO) states that "Health promoting schools are schools which display, in everything they say and do, support for and commitment to enhancing the emotional, social, physical and moral well being of all members of their school community"
(Global School Health Initiative, 1999)

1. **Emotional and Social**
   - Specialist services (Centacare, counselling services)
   - Referral for specialised assessments – Speech and Language, Occupational Therapy, Psychometric and Behavioural
   - Second Step Program / Real Talk Personal Development
   - Posi School Program

2. **Learning Difficulties**
   - Literacy/Numeracy Aide
   - SWAN Aide and support
   - Support Teacher allocation
   - ATSI Aide
   - Quicksmart
   - Individual Plan (IP)

- Intensive Reading Program: Pre Lit, Mini Lit, Reading Our Way and Multilit
- Support Teacher
- Support Class
- Support in services (CEDB, Community)
- Specialist assistance (Occupational Therapy, Speech Pathology)
- Liaise with pre-school or previous school

3. **Gifted and Talented**
- Individual Plan (IP)
- Christmas Art
- Diocesan Spelling Bee
- Support Class
- CWA Country of Study Competition
- STEAMWORKS engagement

4. **Aboriginal**
- Australian Curriculum – embedded in all KLA areas
- Celebrate Reconciliation Day or NAIDOC Week
- WANDANA Cultural incursion
- Our Land Our Story Program
- Fly the Aboriginal and Torres Strait Islander flag
- Funding to support children in the classroom with extension or remediation

5. **Multicultural**
- Multicultural Days
- Social Justice Projects
- Book Week
- Whole School Musical - every two years
- Talent show - alternate year - when there is no musical
- CWA Country of Study Competition

STAFF WELFARE

All members may be concerned for one another. If one member suffers, all members suffer:
if one member is honoured, all members share this joy. You then are the body of Christ.
(1 Corinthians 12:25-27)

1. **Affirmation**
- Staff meeting/newsletter thank you
- Staff morning tea/lunch/dinner
- Letter/card/gift
- Farewell morning teas or dinners are held for staff leaving St Joseph's. A special assembly is held with the students present

2. **Conflict Resolution**
   - Grievance Procedures
   - Staff/general/special meetings

3. **Celebrations**
   - Staff - Birthday cake roster

4. **Role Clarity**
   - Staff Responsibility List
   - Staff Communication Board
   - Set goals – PP&D in Unity

5. **Shared Decision Making**
   - Staff Meetings
   - Professional Learning Teams – PLTs

6. **Staff Spirituality**
   - Staff Prayer
   - Commissioning Mass
   - School/Parish Masses
   - Retreat/Reflection Days
   - Professional Development
   - Spiritual Reading resources

7. **Communication**
   - Staff Meetings
   - Corporate Email
   - Memos
   - Staffroom Communication Board
   - Verbal

8. **Professional Development**
   - Goal setting
   - Planned
   - Resourced
   - Knowledge of availability

9. **Teachers' Rights**
   - Access to CEDB Policies and Documents through Unity
   - Access to all Award documents

"The more the members of the educational community develop a real willingness to collaborate among themselves, the more fruitful their work will be."
The Religious Dimension of Education in a Catholic School, n39

STUDENT LEADERS

1. **Selection**
   - Student/Staff/Parent knowledge of procedure
   - Whole school voting, including all staff, at the end of each year

2. **Leadership Roles**
   - Chairing assemblies
   - Greeting guests
   - Thanking visitors
   - Representing school at special events
   - Assisting with selection of School Awards at fortnightly assembly
   - Organise teacher requests from Sports Shed
   - Organise Sports equipment for playground games and Sports lessons

3. **Commissioning**
   - Announced at Graduation Mass
   - Commissioned at Induction Mass

4. **Training**
   - Training – Assembly
   - GRIP Leadership Conference
   - Reflection days/retreat

COMMUNITY OUTREACH

"We ourselves feel that what we are doing is just a drop in the ocean. But the ocean would be less because of that missing drop." Saint Mother Teresa of Calcutta

1. **Charitable Works**
   - St Vincent de Paul collection
   - Fun Run
   - Footy Colours Day
   - Sponsoring of overseas student - Catholic Mission
   - Project Compassion and Caritas
   - Mission Week/Month fundraising
   - Legacy Week

2. **Community Involvement**
   - ANZAC March
   - CWA Competition
   - Lithgow and Rydal Show entries
   - Colouring in competitions
   - Civic celebrations
   - Community sponsored competitions (CWA, RSL)

- Excursions
- Inter-school competitions (Sport)
- Diocesan Spelling Competition
- STEAMWORKS programs

3. **Parish Sacraments**
   - Attendance at Information Meetings
   - Reflection Days

4. **Parish Links**
   - Parish Mass
   - Acknowledge and Celebrate St Joseph's Day - 19th March
   - Grandparents Day - Catholic Schools Week with school activities
   - Church ministries (altar serving, music, Ministers of the Word, Ministers of Communion)
   - Special Parish celebrations
   - School liturgy prior to Sacraments

5. **Family Acknowledgement**
   - Birth of siblings
   - Sympathy
   - Prayers of support or encouragement
   - Parents whose youngest child is leaving the school are recognised for their contribution to the school over the years of their association with St Joseph's School and are presented with a small gift from the Parents and Friends Association

6. **Professional Mentoring**
   - New scheme teachers
   - Pre-Service teachers for practicums
   - Work Experience students

SPIRITUAL ENVIRONMENT

1. **Prayer**
   - Whole school
   - Classroom
   - Staff
   - Hymns at Mass

2. **Liturgies**
   - School
   - Class
   - Teacher

3. **Prayer Focus**
   - Classrooms
   - Staffroom
   - Liturgies
   - Sacramental Displays

4. **Retreats/Reflection Days**
   - Sacramental Preparation
   - Whole School/Class
   - Staff

5. **Access to Parish Priest**
   - Lithgow Parish

6. **Religious Images**
   - Statues
   - Cross
   - Crucifixes
   - Mary Prayer Bags
   - Rosary Beads
   - Jesse Tree
   - Advent Wreath
   - Meditation Kits
   - Liturgical Calendar
   - Prayer Table in classrooms

DISCIPLINE POLICY

RATIONALE

THE EDUCATION MANUAL, DIOCESE OF BATHURST
"Corporal punishment, involving physical action by a staff member, is not permitted in schools."
(ref. 6.3.1)

EDUCATION REFORM AMENDMENT (SCHOOL DISCIPLINE) ACT 1995
"Corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to, or destruction of property of, any person (including the student)."

The school's Discipline Policy is based on the Gospel values of respect and responsibility. It is closely linked to our Pastoral Care Policy and reflects CEDB guidelines and mandatory Child Protection Legislation.

> *"True development is aided by self-control, which is at the heart of all real discipline. The climate at the school should allow the child to grow in self-discipline rather than conform simply to imposed restraints."*
> *Education Manual, Bathurst Diocese.*

The School's Discipline Code encourages:

- Recognition of God as Creator and Life Giver.
- Responsibility for own actions and their consequences.
- Christian concern for others.
- Respect for self.
- Respect for life.
- Respect for the property of others.
- Respect for lawful authority.
- The ability to accept correction.
- Honesty and truthfulness.
- Acceptance and understanding.
- Respect for parental authority.
- Courtesy.
- Obedience to all lawful authority.
- Behaviour towards each other

At St Joseph's School we believe that;

- All students have the right to an education in a safe and supportive environment.
- All students should treat others with respect, friendliness and courtesy.

We expect that;

- Students take care of and are fair to younger children and each other, especially senior students towards younger children.
- Students share school grounds and equipment fairly and equitably.
- No child should attempt to bully another child either physically or verbally.
- Disputes should be settled without fighting.
- All students should respect the needs and rights of others and no one should disrupt the learning of others.
- Students should not throw any object that could cause harm to others.
- Students should never use undesirable or abusive language.
- Students should remember that the spoken word can never be taken back. Therefore, deliberate nastiness, teasing, malicious and harmful gossip are never acceptable.
- Students should be honest at all times.
- Students must respect the property of others.
- Students use technology as per the CEDB responsible use of technology agreement

AIM

St Joseph's Primary Catholic School Discipline Policy aims for students to develop self-discipline which will allow them to take responsibility for their own actions and an appreciation that good example is a strong force in influencing others.

Through such discipline, children will learn to distinguish between acceptable and non-acceptable behavior, in various situations and accept the consequences of their behaviour. By learning to appreciate the need for discipline, they will come to respect themselves and grow in self-esteem.

It is customary for classroom teachers or teachers on supervision to deal with minor breaches of school regulations.

To ensure that good order and discipline are maintained in our school community the following methods of discipline are available to teachers:

- discussion of unacceptable behaviour with child/children concerned. If necessary, discussion of effect of this behaviours on class as a whole.
- use of "Points System" with points loss consequences for unacceptable behaviours.
- lunchtime detention.
- letter to parents from the Principal.
- meeting involving Parents, Principal and Teacher.
- corporal punishment does not exist at St Joseph's School. This is consistent with the Christian teachings at our school.

Positive Reinforcement

- Stickers from Principal for Excellence
- Attainment of points results in Dots on Behaviour Chart
- Awards at Fortnightly Assembly.

SECOND STEP PROGRAM

The Second Step Program is delivered from K- 6 at St Joseph's School and is a universal program designed to improve students' educational outcomes, school-readiness and peer relationships while decreasing problem behaviours by promoting social-emotional competence and self-regulation.

This holistic approach, delivered to students, builds a supportive community for every child through social-emotional learning experiences.

RESTORATIVE JUSTICE

St Joseph's Portland uses restorative practices to:

- Acknowledges that the responsibility to act justly is expected of all members of the school community.
- Seeks, celebrates and affirms the giftedness within each person.
- Recognises that quality relationships are fundamental to effective learning and genuine pastoral care.
- Ensures correlation between the rhetoric of Gospel values and the reality as expressed in structures, procedures and practices.
- At times, when the nature of the behaviour or action of a student is explicit, deliberate, and carried out with full knowledge, fairly strong consequences may be required.
- These consequences should be viewed and explained as an opportunity for reflection and growth on the part of the student, as well as, an opportunity for the Wellbeing Team to put a support plan in place. This plan is ultimately aimed at supporting the student to achieve his or her success at school.
- It is the act that is wrong, not the child who is bad.

Through this Restorative Justice approach St Joseph's School aims:

- To create within the school community an affirming climate that gives value to the Gospel teachings of love, compassion, tolerance, acceptance, forgiveness, reconciliation and justice.
- To give expression to the relationships of faith, care and support that characterise the school's vision, ethos and practice.
- To ensure that Restorative Justice practices are integral to and permeate the total environment and culture of the school.
- To develop structures and practices that support the individual student and all members of the community.
- To promote resilience in both the person who is harmed in a given situation and in the person who causes the harm.
- To assist those who cause harm to learn from their mistakes, reconcile their differences and resolve problems with others.
- To guide the application of all behaviour management at the school.

1. **GENERAL**

   1.1 Children should show respect and obey directions of all teachers at all times, and any parents, assistants, students', teachers or person(s) in authority.

   1.2 Inappropriate jewellery (bangles, necklaces) should not be worn to school. Girls with pierced ears must wear sleepers or studs. Boys are NOT permitted to wear earrings.

   1.3 Long hair (below shoulder length) should be tied back.

   1.4 Finger nail polish should not be worn to school.

2. **PLAYGROUND AREAS**

   2.1 From 8.20am to 8.35am all children must sit in the hallway. After 8:35am the teacher on duty takes the children to the playground.

   2.2 Children are free to play in specified designated playground areas and games should be played within the confines of these areas.

   2.3 Movement between playgrounds by the playing of chasing or other games is NOT PERMITTED. Children are to walk between playgrounds.

   2.4 At lunchtimes, when applicable, children from Years 5&6 are to line up inside the front gate and the teacher on duty will walk them across the road.

   2.5 Inappropriate behaviours may result in defined consequences. Principal must be notified of problems and a chronicle entry made in the Compass Student Management System.

   2.6 Behaviours are to be recorded by teachers in the Compass Student Management System.

3. **GAMES**

   3.1 Potentially dangerous play is not permitted.

   3.2 Soccer and cricket are confined to the asphalt areas and across the road. Infants children are permitted to play soccer on the grassed area.

   3.3 Physical contact games - tackle football, bull rush, etc are NOT PERMITIED.

   3.4 During Morning and Recess play, Primary use the asphalt area and Infants use the grassed area. Handball is permitted to be played.

   3.5 At Recess, children are to eat before play and are not permitted to play soccer, cricket or teams sports. Handball may be played.

   3.6 Children are not to bring games and toys to school. The school will not accept responsibility for loss, damage or theft of children's property, eg, toys, games, money, books, etc.

   3.7 Infants cricket is played at the end of the building.

   3.8 Children are not to bring chewing gum to school.

4. BUS

4.1   Children should move straight to their bus lines and stay there.

4.2   Children who are collected by parents are to stay in their line until they are dismissed by the teacher on duty.

4.3   Children should sit in orderly lines without playing or pushing in.

4.4   A senior student is to lead children onto the bus and all children are to sit in the front section of the bus.

4.5   BUS FOR WET DAYS: Children assemble in the K/1/2 Room and outside the office areas and are dismissed from there at the end of the day.

5. PARISH CHURCH

5.1   Children are expected to enter and leave the Church respectfully, with appropriate silence and decorum, genuflecting to the tabernacle and blessing themselves with Holy Water.

5.2   Appropriate respect should be shown for the property in the Church.

5.3   Special attention should be shown during Mass to maintaining appropriate silence (especially during the Eucharistic Prayer and Communion) and listening attentively.

5.4   Children are expected to receive Communion reverently: - Clean hands held up close to the Eucharistic Minister to receive the Body of Christ then stepping to one side to consume the Host before returning to their seat.

5.5   Primary children are expected to kneel when the Tabernacle is open as a sign of respect.

6. OUTSIDE ASSEMBLY GUIDELINES

6.1   All children are expected to move quickly to the toilets on the first bell. Children are expected to move quickly and quietly to the assembly area without running or pushing. There are to be no games and no congregating near the Library or Hall.

6.2   Once the Second Bell has been rung all children are expected to be standing silently in the lines.

6.3   At the completion of Assembly, the children are expected to remain silent while waiting for their turn to walk off.

6.4   The children are expected to walk properly to their classroom, in an orderly fashion.

7. TUCKSHOP

7.1   No children are to be behind the counter or serving unless given specific permission by the Principal.

7.2   Children are to line up in two orderly lines, Infants and Primary.

7.3   No food to be bought or sold after 1.20pm.

7.4   Children are not permitted to use Tuck-shop facilities such as microwave to heat lunches. This also includes microwave in Staff Room.

8. **SPORTS SHED**

    8.1   Sports Captains are responsible for the use of sports shed under the direction of the Sports Coordinator.

    8.2   Sports captains distribute and collect sports resources for teachers before sport on sports day.

9. **WET WEATHER PROCEDURES**

    9.1   If the weather is unsuitable, children will eat lunch in their classrooms.

    9.2   Recess is eaten in the classroom.

    9.3   Children must ask permission of the supervising teacher before leaving the classroom.

    9.4   Children should remember the appropriate wet weather behaviours in the tuck-shop/ toilet areas

                • No running
                • No playing, loitering in the area
                • No excessive noise

    9.5   Children will play quiet games in the class rooms (no play in hallway or porch areas).

    9.6   No game is to be played that involves running or lots of movement around the class room.

    9.7   Devices are not to be used during break times or when there is food in the room.

    9.8   Any child behaving inappropriately will be seated outside their classroom, in a place where the supervising teacher can still see them, until it is deemed that they can again join the others – etc Foyer, outside the offices.

10. **LIBRARY**

    10.1   Children should show respect for the Library by not running and keeping it tidy.

    10.2   Children should be thoughtful of others by working quietly.

    10.3   Eating is NEVER allowed in the Library.

    10.4   Children are to place books back into the Returns Box.

    10.5   Children should have a Library bag for careful borrowing of books.

11. **OUT OF BOUNDS AREAS**

    11.1   Children must stay in the designated supervised area, which is defined by the yellow lines and not leave that area without permission of the teacher on duty.

    11.2   Children must go to the Staffroom to inform teachers that they are inside the school.

    11.3   Other areas regarded out of bounds are:

                • All classrooms, unless under teacher supervision
                • The steps to the Church

    11.4   All children are to sit in lunch area to eat their lunch for a period of 10 minutes

    11.5   Children will be dismissed verbally at 1:05pm.

    11.6   During the seated 10 minute period of eating, children may not dispose of garbage.

Aims

- To have a uniform discipline policy within the school
- To enable teachers, students and parents to be aware of the school discipline policy

Rationale

The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Staff at St Joseph's achieve these aims by ensuring that:

- Rules and expectations are clear
- Staff are positive, yet firm and consistent
- Students achieve success through an interesting program
- Students are engaged in constructive play at break times (cricket in Terms 1 and 4 and soccer in Terms 2 and 3, Infants - play equipment and sandpit) so behaviour problems will be kept to a minimum

Please note:

- We have rules to protect children and to ensure that student behaviours are at an acceptable standard so the school environment can be a pleasant, secure place for all
- Young children learn to internalise standards of behaviour and become self-disciplined through consistent management of their behaviour by teachers and parents/ caregivers

Aims:

- To provide clear rules and guidelines for students
- To ensure all students, staff and parents/caregivers know the rules and expected standards of behaviour
- To encourage a positive, problem solving approach to discipline
- To encourage students to accept, practise and internalise acceptable standards of behaviour
- To have a clear set of disciplinary steps to deal with problem behaviour
- To involve parents and caregivers in ensuring acceptable standards of behaviour

Awards Given at Fortnightly Assemblies for Retention of Points

1. Merit Award - Week 2
2. Principal's Merit Award - Week 4
3. Bronze Merit Award - Week 6
4. Silver Merit Award - Week 8
5. Gold Merit Award - Week 10

AIM - To achieve a Gold Award by the end of each Term.

Points

20 per day - Primary - 3 dots on Behaviour Chart at the end of each day

10 per day - Infants - 1 dot on Behaviour Chart at the end of each day

Consequences for Loss of Points

- Primary - 20 points = 3 dots/15 points = 2 dots/10 points = 1 dot/
< 10 points = 0 dots/5 points = Detention

- Infants - 0 points = Detention
- Three Detentions in one fortnight = Letter to parents which may mean a Principal/ parent meeting if necessary.

INFANTS Start on 10 points every day	
CLASSROOM	
Calling Out	1
Talking across the room	1
Being unkind	2
Immature Behaviour	2
Disturbing Others	2
Mass behaviour	2
Lying – not telling the truth	2-5
Dangerous/Violent Behaviour	5
Not obeying hands off rule – hurting others	5
Back answering	5
Being ill mannered	5
Offensive comments/language	5
PLAYGROUND	
Telling Tales/not co-operating	1
Out of Bounds	2
Screaming	2
Inappropriate behaviour in lunch area	2
In school without permission	2
Toilet behaviour	4
Touching others	5
Not looking after school property	5
Bad sportsmanship	5
Stealing	10
Bus behaviour	10

PRIMARY Start on 20 points every day	
CLASSROOM	
Calling Out	2
Talking across the room	1
Being unkind	5
Immature Behaviour	5
Disturbing Others	2
Mass behaviour	5-10
Lying – not telling the truth	5-10
Dangerous/Violent Behaviour	10-20
Not obeying hands off rule – hurting others	10
Back answering	5
Being ill mannered	10
Offensive comments/language	10
PLAYGROUND	
Telling Tales/not co-operating	5
Out of Bounds	5
Screaming	5
Inappropriate behaviour in lunch area	2
In school without permission	5
Toilet behaviour	5
Touching others	10
Not looking after school property	10
Bad sportsmanship	5-10
Stealing	15
Bus behaviour	15

RECORDING ON POINTS CHART IN CLASSROOM

PRIMARY

20 Points per day = 3 dots

19 - 15 Points per day = 2 dots

10-14 Points per day = 1 dot

5 Points or Less = DETENTION (No Dots)

3 DETENTIONS in one fortnight = letter to parents

ANTI BULLYING POLICY

RATIONALE

At St Joseph's School we believe that it is the right of every member of the school community to feel safe in our school environment.

Our school community is committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self esteem for all.

We support and implement the National Safe Schools Framework to mandate a safe and supportive environment for our school community.

AIM

We aim to provide a setting in which everyone feels supported, valued and respected and where individual differences are appreciated, understood and respected.

Students who are nurtured in a safe, friendly and supportive environment will develop as a whole person to the best of their ability.

All members have the right to an education in an environment that is free from harassment which encourages students to develop attitudes and skills that discourage, challenge and report bullying in all forms.

Staff at St Joseph's School Portland support the school's non- tolerance of bullying in accordance with the School's Discipline and Pastoral Care policies.

DEFINITION OF BULLYING

The definition of Bullying adopted by the Commission and recommended to Diocesan offices is that of the National Safe Schools Framework(NSSF) :

> *Bullying is a pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student by someone with more power and is intended to cause harm, distress and/or create fear. Bullying may be carried out overtly (e.g. face-to-face) or covertly (e.g. through repeated social exclusion or via technology). It is a subcategory of aggression and is different to, but also related to, harassment and violence. It is not the same as conflict or social dislike even though, in some cases, the outcome of both can be bullying.*

The different types of bullying identified by the NSSF include:

- Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name calling or insulting.
- Covert bullying (sometimes referred to as indirect bullying) is a subtle type of non-physical bullying which is not easily seen by others and is conducted out of sight, and often unacknowledged by adults.
- Cyberbullying occurs through the use of information (including images) or communication technologies such as Instant Messaging, text messages, email and social networking sites. It has many similarities with offline bullying but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience and sent or uploaded material can be difficult to remove. Most students who cyberbully also bully off-line. It is now recognised that many forms of covert bullying appear to have significant potential for serious harm.

FORMS OF BULLYING

- **Physical**: any form of violence or threat, intimidation
- **Verbal**: name calling, sarcasm, spreading rumours, persistent teasing, intimidation
- **Emotional**: excluding, tormenting, ridicule, humiliation, intimidation
- **Racist**: taunts, graffiti, gestures, intimidation
- **Sexual**: unwanted physical contact, abusive comments, intimidation
- **Cyber**: unwanted text messages, emails, information technology, intimidation

WHAT IS NOT BULLYING

In keeping with the above definition, "one off" incidents involving social isolation, conflict, random acts of aggression/intimidation or meanness are not defined as bullying.

SIGNS A CHILD MAYBE BEING BULLIED

- Loss of interest in schoolwork
- Reluctance to attend school
- Diminished academic performance
- Reluctance to talk about school and activities
- Limited social contact with peers
- Mood swings, especially toward depression, irritability, unhappiness or outbursts of anger
- Reported headaches, stomach pains (frequently in the morning before leaving for school), poor appetite
- Loss of sleep
- Visible cuts, scratches, bruises
- Loss of personal property because of theft, extortion or damage to personal property

RESPONSIBILITIES

Staff, students and parents have the following responsibilities:

THE ROLE OF THE STUDENT:

We encourage and explicitly teach students skills that enable them to:

- report incidents of bullying against them or another student
- support victims of bullying
- build resilience
- deal with issues of anger and conflict in a calm and appropriate manner
- adhere to expectations and procedures as outlined in the School Code of Conduct for Student Use of Internet and Student Agreement for Use of the Internet and Network Services.

Bullying will not go away by ignoring it. No one person or group can counter bullying alone. It must be a collaborative effort between members of the school community and parents in order to have a lasting effect and to make the school a safe, happy and positive learning environment for all.

THE ROLE OF THE PRINCIPAL:

- To promote the St Joseph's School Portland Anti-bullying Policy and Procedures and the concepts involved
- To teach and model appropriate behaviours
- To teach and clarify for the student the terms, meanings and distinct differences between, bullying, social isolation, conflict, random acts of aggression/intimidation and meanness
- To teach and promote resilience
- To teach and model active listening so that all incidents are treated seriously
- To provide appropriate counselling and other support services as required
- To provide support for parent/guardians through information sessions and newsletter inserts
- To initiate and arrange meetings with stakeholders at the reporting stage of the procedure
- To recognise and value the partnership between home and school. (It is the school's responsibility to contact parents of other students when incidents happen. It is the parent's responsibility to care for and support his or her own children)
- To record behavioural incidents through the Compass Student Management System.

THE ROLE OF THE TEACHERS and STAFF:

- To promote a safe school environment and to display the anti bullying posters in the classroom
- To teach and model appropriate behaviours
- To teach and clarify for the student the terms, meanings and distinct differences between, bullying, social isolation, conflict, random acts of aggression/intimidation and meanness

- To teach and promote resilience
- To teach and model active listening so that all incidents are treated seriously
- To recognise and value the partnership between home and school and engage the Principal with any incidents of concern. It is the school's responsibility (Principal) to contact parents of other students when incidents happen. (It is the parent's/carer's responsibility to care for and support his or her own children)
- To record behavioural incidents through the Compass Student Management System

THE ROLE OF THE PARENTS/CARERS

When parents/carers and the school work in partnership to address the issues of bullying, there is more likely to be positive outcomes for everyone.

If it is a serious or repeated incident then parents MUST report it to the school - only then can the matter be given due consideration. Parents are asked to consult with the school Principal by phoning the office and making an appointment. Serious concerns will be dealt with via a phone call with the school Principal followed up by an interview at a suitable time.

It is never acceptable for parents to approach other children or parents/carers, either within the school grounds or out of school, to discuss a bullying issue. All school issues are to be dealt with in consultation with the Principal.

Parents/carer's should:

- Remain calm
- Be aware of the policy and the strategies being implemented in the school and to actively discuss the policy with their children
- Teach and model appropriate behaviours at home
- Encourage children to report incidents to the teacher so that they can be dealt with immediately
- Encourage children to have and to use their nominated support network when at school
- Encourage their children to speak openly with them and to look at positive strategies to deal with their feelings
- Recognise and value the partnership between home and school. It is the school's responsibility to contact parents of other students when incidents happen. (It is the parent's responsibility to care for and support his or her own children)
- Support their children in the knowledge that the resolution of the situation may take some time.

SUPPORT STRUCTURES FOR STUDENTS WHO BULLY OTHERS

At St Joseph's School a student who bullies will be encouraged and supported in developing positive and appropriate behaviour.

Children bully for many reasons. Some bully because they feel insecure. Picking on someone who seems emotionally or physically weaker provides a feeling of being more important, popular, or in control. In other cases, kids bully because they simply don't know that it's not OK to pick on kids who are different because of size, looks, race, or religion.

In some cases, bullying is a part of a pattern of defiant or aggressive behavior. These children are likely to need help learning to manage anger and hurt, frustration, or other strong emotions. They may not have the skills they need to cooperate with others. Therapy often can help them learn to deal with their feelings, curb their bullying, and improve their social skills.

Some children who bully are copying behavior that they see at home. Children who see aggressive and unkind interactions in the family often learn to treat others the same way. Children who are taunted learn that bullying can translate into control over children they see as weak.

The school will investigate the reasons behind the student's behaviour and engage the appropriate staff or external bodies to support the student. Actions taken to reduce bully like behaviours will be dealt with in accordance with the school Policies.

OVERVIEW

St Joseph's School's Anti-Bullying Policy will be implemented in conjunction with other relevant policies, including the Pastoral Care Policy, Discipline Policy and Work Health and Safety Guidelines and with due regard to mandatory legal obligations.

PROCEDURES FOR INVESTIGATION AND DEALING WITH BULLYING

THE ROLE OF THE TEACHERS

Teachers will take a calm, unemotional, non-judgemental approach in dealing with incidents of bullying behaviour, whether reported by students, staff or parents. In any incidents of bullying, the teacher will speak to all students concerned, including any witnesses, to make sure that all sides of the story are heard. Every person has the right to be heard. All interviews will be conducted with sensitivity and with due regard to the privacy and rights of all concerned. The school Principal will be engaged earlier rather than later in all incidents.

Phase 1

1. Incident reported
2. When analysing incidents of reported bullying behaviour, teachers should ask questions of what, where, when, who and why to determine what occurred in a calm manner
3. Incidents of 'one-off' aggression will be dealt with according to the school's Discipline Policy. Document reported incident and consequences as a Chronicle entry within the Compass Student Management System.

Phase 2

1. Repeated incidents
2. When analysing incidents of bullying behaviour, teachers should ask questions in a calm manner of what, where, when, who and why to determine what occurred
3. If a group is involved, each member will be interviewed individually and then as a group, where appropriate. Witnesses may also be interviewed to get a clear and accurate account of events. Every person has the right to be heard
4. If it is determined that a student has been involved in bullying behaviour, they must be encouraged to see the situation from the victim's point of view
5. Reassurance is given to the victim that the matter has been addressed and a commitment given by the bully not to repeat the behaviour
6. Teachers who are investigating an incident of bullying behaviour must enter the incident as a Chronicle entry within the Compass Student Management System for all those involved. The incident will automatically be sent to the Principal for approval. At the discretion of the Principal, they may interview all students involved and parents/carers of the student/s may be informed.

Phase 3

1. Serious incidents to be reported to the Principal
2. Parents/carers will be contacted and a formal interview arranged. The situation will be explained and consequences outlined, in accordance with the school's Discipline and Pastoral Care Policies
3. In consultation with parents and the student's classroom teacher, a Behaviour Contract will be prepared and implemented
4. Failure to comply with the terms of the Behaviour Contract may result in a review of the child's enrolment.

The Restorative Justice Approach or "Method of Shared Concern"

- Interview the victim and the offender
- Interview others involved
- Explain the problem
- Share the responsibility
- Encourage students to identify solutions
- Have a follow up meeting

SUPPORT

We support the student who has been bullied in the following ways:

- Offering the child who has been bullied an immediate opportunity to talk about the experience with their class teacher, another teacher or the school Principal
- Individual counselling sessions to discuss strategies which may include how to deal with the bullying behaviours, mediation if appropriate
- Informing and collaborating with the child's parents/carers
- Continuing to monitor the child for any changes in behaviour and offering appropriate support
- Reinforcing processes for reporting of bullying incidents
- Documenting incident/s through Chronicle entry using Compass - Student Management System
- Taking necessary actions to prevent more bullying.

We support the student who has bullied in the following ways:

- Talking immediately with the class teacher, other staff and the school Principal about what has happened and the behaviours the child has been displaying
- Informing the child's parents/carers
- Individual counselling sessions discussing seriousness of behaviours, changes in behaviour and support that may be needed.
- Continuing to monitor the child's behaviour and offering appropriate support
- Targeted or individual interventions to support the development of socially appropriate behaviour
- Documenting incident/s through Chronicle entry using Compass - Student Management System.

RECORD KEEPING

All complaints of bullying will be recorded on the Compass Student Management System and within the school Complaints Register.

Details on the database (Chronicle Entry) will include:

- Details of incident
- Dates and names of parties concerned
- Student bystanders and staff witnesses
- Action taken by staff
- Follow up / resolution

Primary Prevention Programs

Programs used in the school that cover key concepts include:

- Second Step Program K- 6
- Real Talk Yr 4-6
- Daniel Morcombe Child Safety Curriculum
- Religious Education program
- Personal and Social Development Guidelines
- School Behaviour Management Program
- 'Bullying' No Way Day
- Child Protection Week
- Esafety Commissioner - Webinars / Resources
- Visit by Police Youth Liaison Officer each year.

RATIONALE

St Joseph's Catholic Primary School Portland has an obligation to maintain a safe physical and emotional environment for staff and students. This responsibility is increasingly being linked to the use of the Internet and Information, Communication and Learning Technologies (ICLT), and several related Cybersafety issues. The Internet and ICLT devices/equipment bring great benefits to the teaching and learning programs, and to the effective operation of the school.

St Joseph's Catholic Primary School places a high priority on providing Internet facilities and ICLT devices/equipment which will benefit student learning outcomes and the effective operation of the school. However, it recognises that the presence in the learning environment of these technologies can also facilitate anti-social, inappropriate, and even illegal behaviour and activities. The school aims, therefore, to maximise the benefits of these technologies, while at the same time to minimise the dangers and manage the risks.

POLICY

St Joaeph's Catholic School will develop and maintain rigorous and effective Cybersafety practices which aim to maximise the benefits of the Internet and ICLT devices/equipment to student learning and to the effective operation of the school, whilst minimising and managing any risks.

These Cybersafety practices will aim to not only maintain a cyber safe school environment but also to address the need of students, staff and other members of the school community to receive education about the safe and responsible use of present and developing information and communication technologies.

Associated issues the School will address include the need for relevant education about Cybersafety for the school community, the need for ongoing funding for Cybersafety practices through inclusion in the annual budget, implications for the design and delivery of the curriculum, the deployment of staff, professional development and training, disciplinary responses appropriate to breaches of Cybersafety, the availability of appropriate pastoral support, and potential employment issues. Cybersafety will become a key component of the curriculum at *St Joseph's Catholic Primary School* and lessons will be delivered at each Year Level, incorporated into the PDHPE curriculum.

St Joseph's Catholic Primary School takes seriously its responsibility in providing robust policy, guidelines and education for students in relation to what is deemed acceptable and appropriate online behaviours. The school name, motto, crest, logo and/or uniform must not be used in any way which would result in a negative impact for the school and its community. Students must not post photos of either themselves and/or other students which clearly identify them as a member of the *St Joseph's Catholic Primary School* community, nor post photos taken during any school sanctioned activity.

This includes off campus events such as sports days and camps. Students and/or parents must not take photographs or otherwise record members of the school community (other than themselves or their own child) whether intentionally or inadvertently and/or post to the Internet, publish or share without the written permission of the person photographed. School staff, including teaching and non-teaching

staff will be provided with clear guidance around the use of personal devices within the wider school setting to ensure the privacy of a student is maintained.

No member of the school community will establish or maintain a social networking site which uses the school name, crest, logo or any other name by which the school and its community may be known without the express permission of the Principal or his/her delegate. This includes class-based Facebook pages.

Members of the school community also have a responsibility to ensure that all online communications are in keeping with the schools' expectations in relation to appropriate and respectful interactions with teaching and non-teaching staff. Any form of online abuse will not be tolerated and if occurring, legal advice will be sought to protect the school or person so named.

Students will not post inappropriate comments about individual staff members which if said in person would result in disciplinary action being taken.

Neither the School's network nor the broader Internet [whether accessed on or off site, either during or after school hours, via any application] may be used for any purpose other than that which it was designed. Cyberbullying, harassment, taking, sending and receiving naked or sexually explicit images, (sexting) and other misuses of technology in cyberspace are unacceptable.

"Cyberbullying is a way of delivering covert psychological bullying. It uses information and communication technologies to support deliberate, repeated and hostile behaviour, by an individual or group that is intended to harm others." (Belsey 2007)

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, phone messages, digital pictures or images, or Web site postings (including blogs). One isolated nasty, disrespectful or hurtful comment or post will be a clear breach of school rules, however it will not be categorized as cyberbullying.

The forwarding of private emails, messages, pictures or videos or otherwise inappropriately communicating personal or private information belonging to another person or logging on and pretending to be someone else as well as sending sexually explicit images ('sexting'), intentionally excluding others from an online group and 'liking' or 'sharing' a bullying comment will all be considered as cyberbullying and if this occurs either during school time or after school hours, will constitute a breach of school policy and as such a student will be subject to disciplinary action.

Students must be aware that in certain circumstances where a crime has been committed, they may also be subjected to a criminal investigation by Police over which the school will have no control.

Students who feel that they have been the victims of such misuses of technology should save and store the offending material on their computer, mobile phone or other device. They should then print a copy of the material and immediately report the incident to a teacher. Staff who may have been cyberbullied or threatened online should immediately report such incidences to a member of the School Leadership Team.

All reports of cyberbullying and other technology misuses will be investigated fully and may result in a notification to Police or other authority where the school is legally obliged to do so. Sanctions may include, but are not limited to, the loss of computer privileges, timeout, suspension, or expulsion from the School.

Appendix 1

Resources

Websites with information about bullying:

- *Alannah and Madeline Foundation*: a national charity protecting children from violence and its effects. http://www.amf.org.au/AboutUs/

- *Bullying. No way!:* an online resource providing information for parents/carers, students and educators. http://www.bullyingnoway.com.au/who/default.shtml

- *BeYou, Beyond Blue*: a school based framework that aims to improve the mental health and wellbeing of children. https://beyou.edu.au/

- *National Centre Against Bullying*: a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety. http://www.ncab.org.au/

- *Reach Out:* an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. *Reach Out* also has information on how young people can get the best help from services, as well as opportunities to connect with other young people. http://au.reachout.com

Websites with information about computer safety:

- The Office of the eSafety Commissioner's website has information that relates to all concerns with regards to being safe online. Much of the information is geared towards helping parents navigate through how the digital world affects them and their children. https://esafety.gov.au/

- The Digital Technologies Hub provides learning resources and services for teachers, students, school leaders and parents. It aims to support the implementation of quality Digital Technologies programs and curriculum in schools and to support after school activities. https://www.digitaltechnologieshub.edu.au/students/cybersafety

- Child Family Community Services

- https://aifs.gov.au/cfca/publications/online-safety

- SchoolTV

Books for parents/carers

- Carr-Gregg, M. (2007). *Real Wired Child: What parents need to know about kids online*. Camberwell: Penguin Group.

- Field, E. M. (2007). *Bully Blocking: six secrets to help children deal with teasing and bullying*. Sydney: Finch. *(This book includes language in real-life examples of bullying that may offend some people)*

- Rigby, K. (2003). *Bullying among young children: A guide for parents/carers*. Canberra: Australian Government Attorney General's Department.

- Rigby, K. (2008). *Children and bullying: how parents/carers and educators can reduce bullying at school*. Boston: Wiley-Blackwell.

Other references

- Bernard, M., & Milne, M. (2008). *Schools Procedures and Practice for Responding to Students Who Bully.* Victorian Department of Education and Early Childhood Development.

- Department for Children, Schools and Families Guidance (DCSF) (2007). *Safe to Learn: embedding anti-bullying work in schools.* United Kingdom.

- **The Black Dog** Institute is dedicated to understanding, preventing and treating mental illness. We are about creating a world where mental illness is treated with the same level of concern, immediacy and seriousness as physical illness; where scientists work to discover the causes of illness and new treatments, and where discoveries are immediately put into practice through health services, technology and community education. https://www.blackdoginstitute.org.au/

- **headspace** began in 2006 to address this critical gap, by providing tailored and holistic mental health support to 12 - 25 year olds. With a focus on early intervention, we work with young people to provide support at a crucial time in their lives – to help get them back on track and strengthen their ability to manage their mental health in the future. https://headspace.org.au/

- CEDB Pastoral Care and Wellbeing Framework for our Catholic Faith Community website: http://pcw.bth.catholic.edu.au/Home

Counselling Referral Flowchart

St Matthews Catholic School 2019

Teacher is concerned about a student's wellbeing - for example, changed or low mod, withdrawn, anxious or you become aware they are experiencing crisi or adversity at home or school

Advise class teacher/ACG if they are not referring teacher

Teacher discusses with Learning Support Teacher

Referral Required

Referral Not yet required

LS Teacher completes counselling referral on sentral in conjunction with referring teacher - HoC and Primary/Pastoral/Wellbeing Coordinators notified

Primary/Pastoral Coordinator notified and student monitored - documented in sentral wellbeing

Counsellors receive referral

Referral is emailed by LST to Karen Burke at CEDB, copying in Counsellors, HoC, and relevant Primary/Pastoral Coordinators