ST. GABRIEL’S SCHOOL

PASTORAL CARE POLICY

PC USER
(Pick the date)
ST. GABRIEL’S SCHOOL
PASTORAL CARE
POLICY

- BACKGROUND TO STUDENT WELLBEING
- DISCIPLINE POLICY
  School Playground Code of Behaviour
  Safety Rules
  Classroom Codes of Behaviour
  Dealing with Inappropriate Behaviour (3 levels)
- WELLBEING COMMITTEE
- WELLBEING STRUCTURES
- APPENDIX 1 : CECV “Serious Offences”
- APPENDIX 2 : BULLYING POLICY
PASTORAL CARE POLICY

STUDENT WELLBEING:
- relates to all the things a school does to provide for the well being of its students
- involves both curricular and extra curricular structures
- aims to create a safe and supportive environment in which the teaching and learning is enhanced for all students.

THERE ARE TWO COMPONENTS TO STUDENT WELLBEING:

1. PROVISION OF GUIDANCE
Student wellbeing aims to provide guidance to students in making informed and intelligent choices to ensure:
- the safety of students
- that there is a sociable, predictable and orderly school environment
- that the students behaviour is acceptable and appropriate
- that the child understands the consequences of any chosen behaviour.

2. ACHIEVEMENT OF THE CHILD’S BASIC NEEDS
In particular, those identified by Glasser in his studies on the 5 Basic Needs:

[i] Belonging (Love)
[ii] Power (What do I do well?)
[iii] Freedom (What choices do I make?)
(iv) Fun (What do I enjoy doing?)
[v] Survival (Food and shelter)

Two management factors impinge on how successful we are in catering for the wellbeing of our students:

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As such, we believe that we have a responsibility to provide an appropriate curriculum, which utilizes a variety of teaching and learning strategies while developing a friendly and positive social environment. We need to recognise that student wellbeing is a total staff responsibility and are prepared to support each other in this role.

St. Gabriel's School
Pastoral Care Policy
DISCIPLINE POLICY

The staff of St Gabriel's believe that it is their responsibility:

- to be a positive adult role model
- to listen [non-judgementally] to the students [and summarise back to them what has been heard]
- to assume an active presence [especially whilst on duty]
- to be on duty at the correct times
- to encourage the students to care for each other and to co-operatively play appropriate games.
- to facilitate opportunity and access to equipment and playground space in a just and safe manner.
- to ensure that equipment and facilities are looked after
- to help groups/individuals deal with problems and conflicts that arise
- to inform class teachers and principal/deputy principal of any major incidents
- to respond to the inappropriate behaviour rather than the child
- to promote and encourage the acceptance of the "codes of behaviour" that are outlined in this policy.
- to promote a safe environment for all students.

These ideas underpin our approach to discipline both in the classroom and in the school playground. Our discipline policy promotes not only the good order of the school community, but it also progressively fosters self discipline, fairness and responsibility.
SCHOOL/PLAYGROUND CODE OF BEHAVIOUR

St Gabriel's staff develop, teach and model the following basic building blocks of good communication:

- Maintaining eye contact
- Smiling is great and helps build a positive relationship
- Good posture
- Positive body language
- Respect for personal space (one arm's length)
- It's not always what you say but how you say it that is important
- Respect for the opinions of others.

The St. Gabriel's Staff are committed to teaching and promoting the use of the following:

- Including others in our games makes everyone feel good.
- It's fair to share and take turns.
- St Gabriel's is a "Put-down Free Zone".
- We care for each other at St Gabriel's.
- We are committed to respecting the physical (school and personal property) and natural environment.
- We play fairly and have fair rules.
- We stand up for each other – we are Upstanders.
- We try to find good solutions to our problems so that everyone feels they are a winner.
- We are good winners and losers.
- We work towards building a positive environment.
- It's okay to make mistakes when we're learning and improving.
- If we are unhappy or frightened, we can talk to a teacher, our parents, or our friends.
- We try to do our best in everything we do.

*These will be addressed at first staff meeting each year. They will then be discussed in each class. Activities may then be developed at a classroom level such as classroom meetings to help children have a sense of ownership of these rules.*

St. Gabriel's School
Pastoral Care Policy
RULES TO ENSURE THE SAFETY OF ALL

- Bicycles and scooters are not to be ridden in the playground.
- No running on paths, in the courtyard or within school buildings eg corridors and classroom.
- Sticks, stones and bark must not be handled or thrown.
- Sand from the sandpit must not be thrown.
- Children are not to play un-safe games, such as Brandy, Gang-up, Piggy Backs or Play Fighting. Whole school
  - Football: games are played with Modified Rules.
  - Cricket: Year P-3 play with plastic cricket bats.
  - Year 4-6 play with wooden cricket bats.
- We keep hands and feet to ourselves.
- Balls going over fences are not to be retrieved by students without teacher consent.
- Chasey must not be played on/around the adventure playgrounds.
- We stay in the playground unless we have permission to leave.
- We are a rubbish free school and do not allow food wrappers outside.
- Children must not be in a classroom unless supervised by a teacher.
- Yard duty teachers must be an active presence on the playground.

No child from P-3 may ride a bike to school unless accompanied by an adult.

Some things are not safe or suitable at school. These things should be left at home:
- glass bottles
- matches / cigarette lighters
- cricket balls
- chewing gum
- electronic devices (mobiles, MP3’s, Ipods, Tamigotchis etc)
- toys that may get broken or lost
- pocket knives
- war toys eg., swords / guns

St. Gabriel's School
Pastoral Care Policy
PROBLEM SOLVING - CONFLICT RESOLUTION

Children will be encouraged to try and solve their own disagreements by talking about them together using the skills of negotiation. If this does not work, they should ask a teacher to help them arbitrate.

Children are encouraged to find solutions to conflicts that are "win-win" and not where someone wins and someone loses.

When children have a problem, they should be encouraged to stop and think about lots of possible solutions to their problem and then to choose the one that sounds the most helpful and appropriate.

Classroom programs will endeavour to teach the skills of negotiation and solution based decision making through a regularly scheduled social skills session and classroom meetings.

BULLYING - HARRASSMENT

St. Gabriel's does not tolerate bullying or harassment (See Appendix 2 for Bullying Policy).

Bullying is a pattern of behaviour by one person towards another which is designed to hurt, injure, embarrass, upset or discomfort that person. It can take the form of physical aggression; the use of put-downs or insults; name-calling; damage to the person's property; deliberate exclusion from activities or the setting up of humiliating experiences.

Victims of bullying will be supported (see the school policy). No-one deserves to be bullied even if their behaviour is irritating or annoying. There are other ways to deal with such behaviours.

EQUAL OPPORTUNITY - EQUAL ACCESS

St. Gabriel's school community is an inclusive one. We believe in providing equal opportunity and equal access for all our students.
CLASSROOM CODE OF BEHAVIOUR

At St Gabriel's, teachers believe that it is important to build a safe, supportive, cohesive, positive and caring classroom environment where children feel good about themselves and are able to work and learn co-operatively with each other. All students should be given educational opportunities consistent with their needs and abilities.

Therefore, we aim to foster and develop the following within the classroom:-

* Create a real sense of belonging for each student.
* Class rules and consequences are discussed and written together.
* School/class rules are made explicit and re-visited often.
* Allow children to feel success and have a sense of purpose.
* Children are encouraged to know and respect their own and their classmates’ talents, interests and strengths and value each other's differences.
* Strengths and successes are focused on more than mistakes and flaws.
* Have special activities that the whole class can enjoy together.
* Create a class sense of identity.
* Student voice is valued and encouraged.
* Social skills are taught, practiced and fostered.
* Classroom meetings are held on a regular basis.

A daily timetable should be displayed for use by the students as this helps to establish a sense of routine and promotes independent thinking and organisation skills.

*Helen McGrath and Toni Noble’s books ~ “Friendly Kids, Friendly Classrooms ” and "Different Kids, Same Classroom" are valuable resources to developing the above.*

CONSEQUENCES

Natural and reasonable consequences should follow the behaviour students choose. When students infringe the rules or rights of others they must be informed with what is unacceptable in their behaviour. We address the behaviour and not the child. All consequences for inappropriate behaviour should be reasonable, logical and fall within the framework and spirit of this document and CECV policy documents.

SUPPORT FOR CLASSROOM TEACHERS AND THEIR STUDENTS

At St Gabriel's we believe that student wellbeing is the responsibility of all staff members. We also believe that teachers and the administration need to support each other in the implementation of this policy. No teacher should have to struggle alone with difficult students. We are committed to providing each other with a peer support network and utilising outside agencies to assist us in our endeavours. All requests for help from outside agencies need to be directed through the principal. Classroom teachers have a responsibility to keep the principal informed.

Appropriate behaviour will be recognised and reinforced in a variety of ways eg., Class awards, Principal's award, class certificates, free time, special class activities, raffle tickets acknowledging focused behaviours such as NED.
DEALING WITH INAPPROPRIATE BEHAVIOUR

This policy suggests three levels of consequences to follow inappropriate behaviour:

CLASS PROCESS

It is the responsibility of all teachers to work with their students to develop classroom rules and consequences. These should be clearly displayed in the classroom and revisited with the students regularly. Consistent unwillingness to comply with class rules, may require removal from class or school (see Appendices).

They must fall within the framework and spirit of this policy and CECV policy documents.

A copy should be given to the principal and available for specialist and emergency teachers so that they can support you in the implementation.

Due to the range in ages and the individuality of our students, classroom rules and consequences will vary from class to class. However, all rules will be drawn from the following key ideas ~
* Use appropriate language
* Respect and care for all property and others
* Follow instructions when they are given
* Keep hands, feet and objects to yourself
* Listen when others are speaking

Consequences for inappropriate behaviour should be linked to the action; that is, we should endeavour to find natural consequences for inappropriate behaviour. Where appropriate, students should be involved in this process so that they can work towards achieving a change in behaviour, where necessary.

PLAYGROUND PROCESS

The rules will be displayed in each classroom and in a central location, such as the hall or foyer. These will be re-visited regularly at school assemblies, via the public address system and in the classroom.

Teachers on playground duty will give positive feedback to students who are playing well so that positive behaviour is reinforced. This can be seen in the award of raffle tickets to children displaying particular behaviours.

The following consequences apply for inappropriate playground behaviour:

1. Talking to the student/s to help them establish what they are doing that is inappropriate. Help the student/s to develop a plan/strategy that 'best fits' their situation. Warning is given and recorded in Yard Duty book.

2. Time-out (area to be determined by the teacher involved) This time out could be in the form of PitStop or walking with the teacher on duty..

3. Repeated or serious offences (see Appendices) may require time out from the playground / school.

PHYSICAL OFFENCES

In cases where the safety of individuals is compromised due to physical offences, the teacher on duty should use their discretion. At times, it may be enough to have the offenders walk beside the teacher and engage in solution focused talk. On occasion, there may be a need to remove children from the playground expediently. In this case, the teacher should use the walkie talkie to contact the staffroom for support. A teacher will then take over the yard duty so that the reporting teacher can accompany the student/s indoors for further investigations and follow with the Principal (where required).

SCHOOL PROCESS

St. Gabriel's School
Pastoral Care Policy
The following consequences could be adopted when the class/playground process is working ineffectively or is not appropriate. Staff will endeavour to link the consequence to the infringement.

Acceptable consequences in the process:

* Teacher/Child Problem Solving.
  Teachers to try and help children solve their own problems while responding to the behaviour rather than the child.

* Time Out

* Time Out in PitStop.
  Teachers need to advise supervising teacher in writing of those students who will be attending. Teachers need to ensure that children have eaten their lunch before detention. As PitStop is for serious non physical offences, parents must be notified of the attendance and the incident must be recorded in NForma under the Wellbeing category.

* Jobs for up to ten minutes at lunchtime.
  Children can contribute some of their own time for the good of the school as a natural consequence for inappropriate behaviour.

* Time Out in another Teacher's Room.
  This gives students time to continue class tasks in a different environment and gives time out to all parties so as to avoid confrontation.

* Senior students could write an explanation of their behaviour.

* Completing work at home.
  Parents need to be notified in writing of any such tasks.

* Time Out - under the supervision of the principal.

* Teacher/Parent Contact.

* Principal/Parent Interview.

* Interview with all parties.

* Off the playground

* Suspension from either class or school

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**WELLBEING COMMITTEE**

**COMPOSITION:**
St. Gabriel's School
Pastoral Care Policy
The wellbeing committee should be composed of the school wellbeing co-ordinator/s and volunteers interested in helping implement the policy. There should be at least two meetings a term.

**ROLE OF THE WELLBEING COMMITTEE:**

To ensure that:

- new staff members and emergency teachers are made familiar with this policy
- the policy is re-visited at least once a year at a whole staff meeting
- that the students are continually reminded of the rules via assemblies, competitions and reward systems
- to meet at least twice a term and address any issues that might have arisen and continually monitor the implementation of the policy
- that the parents are informed of the policy, via meetings, newsletters etc.
- staff members are supported in their implementation of the policy
- to mediate between staff and the administration if and when necessary.
- to involve the students in the ownership and decision making process that supports this policy
- changes in policy are re-written and that staff members continually have an up to date copy of the document
- to offer resources that are relevant and which promote children and staff wellbeing
**PALS PROGRAM**
The PAL’s program provides schools with a valuable strategy to support the National Safe Schools Framework. PAL’s aims to:
- Promote physical activity
- Enhance school connectedness
- Helps build a safe school environment
- Develop social competencies
- Provide leadership opportunities
- Enhance relationships across school

All Year 6 students are trained as PAL’s leaders. Part of their training focuses on the needs of individuals with communication and cooperation being key aspects of the program. Each Tuesday and Thursday during our regular lunch times, the rostered on PAL’s leaders organise and run activities for other students in Prep – Year 2.

**SEASONS FOR GROWTH**
Seasons for Growth is offered to our students on a needs basis. The groups sessions can be conducted inside or outside of school hours, depending on resources that are available. The program is facilitated by trained members of staff for small groups of children of similar age.

The program aims to provide grieving children of all ages with a peer support network through developing an understanding of the change, grief and loss that we can experience in our lives. Through Seasons for Growth, the children grow to accept the changes in their lives, to understand that their experience is not necessarily isolated from that of others and to build strategies which strengthen their resilience to challenges presented with this grief.

**LIFE EDUCATION PROGRAM**
The Life Education program is offered bi-annually to all Year levels. The aim of the program is to reduce the incidence of drug misuse by providing effective preventative drug education for children in their formative years. It also aims to promote positive participation in activities that foster a healthy lifestyle and to equip children with some knowledge of what to do in emergency situations.

**VALUES EDUCATION PROGRAM**
St. Gabriel’s School recognises that sometimes children lack an understanding and knowledge of values that are intrinsic to maintaining healthy human relationships. We have developed a values education program based on the Values Animating the Life of Catholic Schools material.

Each fortnight, the children are introduced to a fundamental human value. Teachers complete activities which help children understand what the value is and why it is important to practise the value in their daily lives. The children will also see how the value is connected to the scripture and gospels. The value is promoted throughout the school community weekly assemblies and the school newsletter.
MULTI-AGE GROUP ACTIVITIES

This is an initiative introduced into our school in 2001 adding another dimension to our student wellbeing strategies. The program involves the children splitting into 22 multi-age groups of 19 – 21 children. The focus of our program may vary from social skills and values education to activities linked to current events like Literacy Numeracy Week, Children's Week or Italian Week. There is a strong emphasis on building relationships with other children and teachers in the school.

The aims of this program are closely linked to the ideals of our School Mission Statement, which says that at St. Gabriel's School we will endeavour “…to provide an environment which caters for the total development of each child.”

In our program we aim to:-

- facilitate positive student / teacher relationships
- facilitate positive multi-age relationships amongst our children
- nurture an awareness of each other as individuals
- promote tolerance, respect and co-operation
- foster greater understanding and acceptance of individual differences
- promote a positive playground environment
- provide opportunities for children to learn fundamental social skills

BETTER BUDDIES PROGRAM

Launched in 2000, Better Buddies, an initiative of The Alannah and Madeline Foundation, helps students entering their first year of primary school to feel safe, valued and connected to the school community. The school pairs new Prep students with an older buddy in Year 5.

Better Buddies is designed to help reduce bullying and create friendly and caring school environments. The Framework builds strong relationships and research shows children benefit immensely - with younger students feeling safe and cared for, and older students feeling valued and respected.

St. Gabriel's School recognises that this approach not only helps build relationships amongst the oldest and youngest members of the school community, but also helps build a feel of belonging or connection.

STUDENT REPRESENTATIVE COUNCIL

The purpose of the SRC is to provide the students with the opportunity to participate in
activities concerned with the functioning of the school, to instil in them a sense of responsibility, to encourage school loyalty and respect for authority and to prepare for their roles in adult life.

**Aims of the SRC**

1. To promote a good understanding of the rights and privileges, responsibilities and duties of the students and to maintain a healthy attitude throughout the student body.
2. To act as a recognized channel of communication between the staff and the students.
3. To plan and promote various school activities.
4. To promote teamwork and cooperation as a means of achieving a common goal.
5. To financially assist various student needs or school activities where appropriate.

A Student Representative Council is to be elected from students at St. Gabriel’s Primary School on an annual basis. Each class from Year P—6 will elect one member to the SRC. Regular classroom meetings in all classes from P—6 will ensure that all students have a voice (minutes from junior meetings will be tabled at each meeting). The SRC will meet three times each term.

In 1985, the Catholic Education Commission of Victoria (CECV) published guidelines to assist schools in developing Pastoral Care Policies. The St. Gabriel’s School Student Wellbeing Policy has drawn on some key understandings contained in the CECV document in developing its own policy, particularly in developing its discipline policy.

The CECV policy suggests that a school’s response to a serious offence/s, challenges the school to be responsive to the rights and welfare of all parties involved.

**DEFINITION OF A SERIOUS OFFENCE**

The CECV proposes that “a serious offence should be defined as activities or behaviour of a student which:

- seriously undermines the ethos of the Catholic School; or
- consistently and deliberately fails to comply with any lawful order of a principal or teacher; or
- is offensive or dangerous to the physical or emotional health of any staff member or student; or
- consistently and deliberately interferes with the education opportunities of other students.”

This definition helps the school to negotiate an appropriate consequence for issues of a more serious nature.

**SUSPENSION**

St. Gabriel’s is committed to providing a school community that provides a strong sense of well being, belonging and security. We recognise the importance of maintaining each student’s dignity and worth, particularly during times when they may be struggling to fully participate as a...
co-operative member of the St. Gabriel’s school community.

The school also recognises that for some students, the normal processes and consequences for dealing with behaviour are ineffective, particularly in regards to repeated or serious offences. In these situations, suspension from class or school may be deemed necessary.

The CECV declares that “suspension of a student from school is a serious disciplinary measure and should only be used when other disciplinary measures have not produced a satisfactory outcome.”

As such, it is necessary for the school to consider all issues relevant to the behaviour of the student and the implications for others in the community before taking this step.

St. Gabriel’s Catholic Primary School

ANTI-BULLYING POLICY

1.0 INTRODUCTION

At St. Gabriel’s Catholic Primary School, the dignity of the human person is the foundation of all Catholic social teaching and is intrinsic to our education ministry. Consequently, the principle that the person is made in the image and likeness of God is central to the mission of our parish school.

This policy identifies the interconnectedness of the characteristics of quality Catholic learning and teaching. It is intended to value, respect and promote the self-esteem and dignity of each student. The school will actively promote anti-bullying messages, alerting students and staff of the need to be vigilant.

It is essential that we create and maintain a respectful, safe and supportive learning environment that promotes student wellbeing, personal growth and positive self-esteem amongst our diverse range of learners.

The prevention of and responses to incidents of bullying, inappropriate use of technology and disrespectful behaviour are more readily achieved in a caring and supportive school culture that promotes positive relationships and reflects Gospel values. Bullying, cyber-bullying, harassment, aggression and violence disregard core values of our faith, including dignity, respect, justice, equity, compassion, trust and courage. Importantly, such actions can adversely affect the wellbeing of our students and are therefore unacceptable.

St. Gabriel’s School
Pastoral Care Policy
2.0 PURPOSE

This policy:

2.1 Encourages a culture that is firm about unacceptable behaviour.

2.2 Articulates how bullying is defined and addressed; including the means taken to prevent incidents and the response taken when an incident occurs.

2.3 Supports the school’s Mission and Vision Statement and guidelines of Catholic Education in the Diocese of Sale.

2.4 Actively promotes anti-bullying messages, alerting students and staff of the need to be vigilant.

3.0 PRINCIPLES

3.1 Every person has the right to be treated respectfully and feel safe from any form of verbal, physical and emotional abuse.

3.2 The school is committed to building and nurturing a community that values diversity.

3.3 Parents are the prime educators of their children.

3.4 The school community is involved in the development of school policies.

3.5 Reporting of unacceptable behaviour is essential to the effective implementation of this policy.

3.6 Complainant(s) will be protected from victimisation.

3.7 Learning technologies are used ethically and responsibly in the school environment.

3.8 Communication is respectful and human dignity is valued.

3.9 Regular monitoring of school policies is necessary.

4.0 DEFINITIONS

4.1 Bullying

Bullying is repeated unreasonable behaviour directed towards a person that creates a risk to health and safety. It occurs when an individual or a group deliberately upsets or hurts another person, their property, reputation or social acceptance on more than one occasion. Forms of bullying include:

- **Physical bullying**: pushing, shoving, fighting, pinching and any other unwelcome physical contact used intentionally to intimidate or hurt someone.

- **Verbal bullying**: put downs, particularly those referring to physical characteristics, can result in loss of self-esteem. Racial discrimination of any kind is a form of bullying.

- **Gesture bullying**: non-verbal signals used to silence and intimidate a victim.
- Extortion bullying: physically stronger and more powerful students may bully other students into giving up their possessions, buying food and drink, or taking part in rule breaking activities.

- Exclusion bullying: deliberately being left out of activities is a most hurtful form of bullying.

- Visual bullying: offensive notes or material, graffiti, or damaging other people’s possessions.

- Sexual bullying: touching, sexually orientated jokes, drawings of, or writing about someone’s body, using rude names or commenting about someone’s morals, unwanted invitations of a sexual nature, asking questions about someone’s private life.

- Cyber-bullying: the use of various forms of electronic media to spread text and visual messages to cause hurt, embarrassment, intimidation.

4.2 Types of Bullying
There are three broad categories of bullying:

4.2.1 Direct physical bullying
This form includes hitting, tripping, and pushing or damaging property.

4.2.2 Direct verbal bullying
This form includes name calling, insults, homophobic or racist remarks, or verbal abuse.

4.2.3 Indirect bullying
This form of bullying is harder to recognise and often carried out behind the bullied person’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:

- lying and spreading rumours;
- playing nasty jokes to embarrass and humiliate;
- mimicking;
- encouraging others to socially exclude someone;
- damaging someone’s social reputation and social acceptance; and
- cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.

4.3 What Bullying is Not
Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

4.3.1 Mutual conflict
In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation, with one person becoming targeted repeatedly for ‘retaliation’ in a one-sided way.

4.3.2 Social rejection or dislike
Unless the social rejection is directed towards someone specifically and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
4.3.3 Single-episode acts

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

5.0 PROCEDURES

All members of our school community must be aware of the possibility of bullying and take action to prevent bullying if it is reasonably foreseeable.

5.1 Responsibilities. St. Gabriel's Catholic Primary School will:

- Use an Anti-Bullying Response Pathway when aware of any bullying incidents. The Pathway will assist with a regulated and thorough response. (Appendix 1)
- Implement an Anti-Bullying Action Plan as part of the Anti-Bullying Response Pathway. (Appendix 2)
- Expect students, staff, parents (and carers) to report bullying and cyber-bullying to the class teacher, a member of the leadership team or directly to the principal.
- Notify parents and carers when their child has been involved in a bullying incident
- Notify their Educational Consultant, Catholic Education Office Diocese of Sale of any serious bullying incident.
- Report to police when a serious criminal offence has been identified. This is the principal's responsibility. Teachers are to contact the principal immediately when conduct such as stalking, destruction of property, threats to inflict serious injury and/or kill, physical and sexual assault, offensive behaviour, discrimination, cyber-stalking, defamation, breach of privacy, hacking, sexting and creating or possessing and/or dissemination of child pornography are brought to their attention.
- Investigate and record complaints of bullying and cyber-bullying in a manner that respects the dignity and privacy of those involved. (Appendix 3)
- Maintain written records of bullying incidents and related interventions. At our school, this written record is maintained by the Deputy Principal or Well Being Leader. As a staff we will review the record at regular intervals to see if any patterns of behaviour are emerging.
- Appoint a nominated person to coordinate strategies for the resolution of specific bullying incidents reported in this school.
- Survey students at least once a year on various matters and include questions about bullying, cyber-bullying, safety and wellbeing.
- Regularly review and evaluate this anti-bullying policy to ensure they are working effectively. (Appendix 4)
- Complete the Anti-Bullying Checklist for Schools at the beginning of each year (Appendix 5)
- Involve parents in this review through communication at a Parent Forum and Parents and Friends Association meetings.
- Purchase Anti-Bullying resources and support material for students, staff and parents and ensure easy access to this material for all staff, parents and students.
- Consider using Restorative Practices when bullying has occurred. (Appendix 6)

5.2 Responsibilities: Staff

Staff at St. Gabriel's Catholic Primary School aim to treat all members of the school community with dignity and respect. They are aware that the Duty of Care of staff with bullying and related matters may in certain circumstances extend past the school hours of instruction. Staff still
have an obligation to immediately notify a member of the school leadership team.

Staff at St. Gabriel’s Catholic Primary School will:

- Build respectful relationships that respond effectively and sensitively to the needs of each student.
- Implement the student anti-bullying procedures by responding promptly and appropriately to reported incidents of bullying.
- Immediately notify a member of the leadership team and, in cases of serious bullying, notify the principal when unacceptable behaviour is perceived to adversely impact on the wellbeing of a student.
- Access professional learning to support appropriate anti-bullying responses which could include cyber safety, restorative justice practices, mediation and developing social skills in students. Such opportunities are made available to staff on the same basis as other professional learning.
- Implement learning programs aligned with the AusVELS strand of ‘Physical, Personal and Social Learning’. The essential knowledge, skills and behaviours students need are described in the four domains of Health and Physical Education, Interpersonal Development, Personal Learning, and Civics and Citizenship. These programs include:
  - a Foundation to Year 6 unit at the commencement of the year with an explicit focus on personal and social learning from the relevant AusVELS level
  - personal and social learning as integral to further Units of work throughout the year
  - an Arts Program, which aims to develop the social confidence and skills of students.
  - as needed teachers plan and implement targeted social skills programs to build resilience and develop conflict resolution, assertiveness and problem solving skills.
- Support all aspects of related school policies.
- Embed critical thinking, values clarification, respectful relationships and developing empathy into teaching practice.
- Remain vigilant in how students are using technology.
- Support the student anti-bullying and responsible use of technology procedures through positive modelling and the promotion of appropriate behaviour.
- Respond to bullying and cyber-bullying concerns by providing age appropriate guidance and boundaries so that students can learn to self-regulate.
- Consider implementing restorative practices procedures when bullying has occurred. (Appendix 6)

5.3 Responsibilities: Students

Students have responsibilities as well. The staff at St. Gabriel’s Catholic Primary School will encourage and support students to:

- Immediately seek help from a trusted adult if they are aware of or involved in a bullying or cyber-bullying incident.
- Seek support when bullying occurs and refrain from retaliating in any bullying incident.
- Follow the anti-bullying procedures.
- Understand that any social networking site that identifies the school by name or image or implication is part of the school environment.
5.4 Responsibilities: Parents and Carers

Parents and carers have responsibilities. The staff at St. Gabriel's Catholic Primary School will:

- Expect that parents and carers will model behaviour that is indicative of Gospel values and that reflect the school’s Vision and Mission statement. Thus parents and carers are required to act respectfully to all members of the school community at all times.
- Request that parents contact the school immediately through the class teacher, a member of the leadership team or directly through the principal if they know of any bullying incident.
- Remind parents about the need to reinforce the school messages in the proper use of technology to help children grow into ethical and responsible digital citizens.
- Encourage parents to report serious matters of out-of-school hours bullying and cyber-bullying to the Police or other appropriate authority (such as the Internet Service Provider). When such bullying concerns the wellbeing of their own child, parents are to contact the principal.

**Expected outcomes**

6.1 A satisfactory response is given to all reported incidents of bullying.
6.2 Both the victim and perpetrator of bullying are supported and assisted to learn from the experience.
6.3 Opportunities to restore relationships damaged as a result of bullying are available within a reasonable time.
6.4 The school and parents work in partnership in responding to incidents of bullying
6.5 Each person in the school community is alert to the signs and evidence of bullying occurring.
6.6 Every person at St Gabriel’s has an understanding of bullying.
6.7 Students, teachers and families are aware of the appropriate strategies to take to effectively manage bullying in the school.
6.8 The response to complaints or reports of bullying will be sensitive, fair and prompt.
6.9 The school promptly resolves complaints of perceived or actual incidents of bullying.

7.0 APPENDICES

- Appendix 1: Anti-Bullying Response Pathway
- Appendix 2: School Anti-Bullying Action Plan
- Appendix 3: Bullying Record Keeping and Investigation Tool
- Appendix 4: Policy Review Tool
- Appendix 5: Anti-Bullying Checklist for Schools
- Appendix 6: Restorative Practices

8.0 REFERENCES

Catholic Education Office Melbourne (COM) policy 2.26: “Pastoral Care of Students in Catholic Schools” incorporating the “Guidelines for Student Behaviour Management” Revised February 2013.

St. Gabriel's School
Pastoral Care Policy
9.0 REVIEW

This policy is reviewed at least annually.
APPENDIX 1

ANTI-BULLYING RESPONSE PATHWAY

1. Policy access and awareness
Policy is made available on the school's website; articles and resources on bullying are made available through newsletter and other means.

2. Initial disclosure made, first response
School becomes aware of an incident involving possible bullying. Physical contact is stopped (if this involves physical action). Safe environment is established for the victim.

3. Life threatening incident or risk of significant harm involved?
Yes - Go to Point 6 below OR No - Go to Point 4 below

4. Information gathered on Bullying Record Keeping and Investigation form
Completed by staff member - copy to principal. Pay attention to repeated offences, intent to harm, imbalance of power.

5. Is this bullying?
Yes - Go to Point 6 below or No - Go to behaviour management as per school policy

6. Informing appropriate personnel
Principal informs relevant staff (teacher, leadership team, etc.).

7. Formal information gathering
Principal collects statements from interviews. Investigation Form contains advice.

8. Case management instituted by Principal
Anti-bullying plan adopted (see Appendix 2). Principal and senior staff agree on a written anti-bullying action plan to stop the bullying. Includes support for the victim. Parents of victim involved.

9. Situation monitored
‘Nominated person’ reports as required in the anti-bullying action plan to principal.

10. Review of plan’s effectiveness. Has the plan and the actions stopped the bullying?
Yes - All records retained, monitoring continues at a lower level.

No - Matter referred to St. Gabriel’s Catholic Primary School Education Consultant. Plan may be modified, additional support may be offered, suspension and or expulsion may be considered or police may be involved.
APPENDIX 2

St. Gabriel's Catholic Primary School

ANTI-BULLYING ACTION PLAN

An action plan to support an anti-bullying response to a bullying incident should consider for inclusion:

- details specific to each situation or person;
- addressing issues identified in the Investigation Form;
- parent involvement and agreement, signatures required;
- outlining the role of the ‘Nominated Person’ in monitoring, assisting and addressing the bullying clearly listed in the plan;
- roles of supporting staff clearly outlined;
- various support measures for victim listed (counselling, peer support, teacher contact, safe zones, etc.);
- monitoring mechanisms outlined;
- sanctions and restrictions for the perpetrator(s) listed.
- strategies for the instigator of the bullying incident listed (behaviour plan, assistance with empathy, counselling, family support, lunch restrictions, etc.)
- outlining the class teacher’s supporting role.
- first and second review points (actual date) indicated, convened by the ‘Nominated Person’.
APPENDIX 3
BULLYING RECORD KEEPING AND INVESTIGATION TOOL

Bullying is a serious offence and is not acceptable in our school. All school employees are required to report alleged violations and every act of bullying will be duly investigated, and parents/carers informed.

Directions:
The Bullying Record Keeping and Investigation Tool is to be used when an alleged bullying incident is reported. This document is to be confidentially maintained in accordance with the National Catholic Education Commission. Upon completion, the Bullying Record Keeping and Investigation Tool is to be filed in the appropriate student records.

School:
Investigating Teacher:
Name of Students Involved:
Date/Time of Incident:

Was the incident life threatening or was the target a high-risk concern? If Yes, immediately inform the principal and as appropriate:

<table>
<thead>
<tr>
<th>Seek medical assistance</th>
<th>Inform parent/carers</th>
<th>Contact the police</th>
<th>Inform DHS (if appropriate)</th>
<th>Inform the Educational Consultant</th>
<th>Inform the Parish Priest</th>
</tr>
</thead>
</table>

If the incident is not life threatening or the child is not a high-risk concern, continue completing this document.
Where did the incident occur? Please circle:

<table>
<thead>
<tr>
<th>Online</th>
<th>Bus/transport</th>
<th>In playground</th>
<th>In classroom</th>
<th>Outside school</th>
<th>Other</th>
</tr>
</thead>
</table>

Who reported the alleged incident? Please circle:

<table>
<thead>
<tr>
<th>The alleged victim(s)</th>
<th>Other student(s)</th>
<th>Parent/carer</th>
<th>Staff member</th>
<th>Member of wider school community</th>
<th>Other</th>
</tr>
</thead>
</table>
Describe the incident:

Identify the nature of the alleged bullying incident. *Please circle:*

<table>
<thead>
<tr>
<th>Written</th>
<th>Including: graffiti, notes, letters, writing on books, written threats, ridicule through drawings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>Including: lying, spreading rumours, playing a nasty joke, mimicking and deliberate exclusion</td>
</tr>
<tr>
<td>Verbal</td>
<td>Including: name calling, insults, threats, severe sarcasm, abusive comments, racist remarks</td>
</tr>
<tr>
<td>Physical</td>
<td>Pushing, shoving, fighting, tripping, hitting, poking, spitting</td>
</tr>
<tr>
<td>Cyber</td>
<td>Including: using technology such as email, mobile phones, chat rooms, social networking sites, etc. to verbally, socially or psychologically bully.</td>
</tr>
<tr>
<td>Damage to property</td>
<td>Theft of bags, clothes, money, property, tearing clothes, ripping books</td>
</tr>
<tr>
<td>Psychological bullying</td>
<td>Including intimidation, manipulation and stalking</td>
</tr>
<tr>
<td>Accessory</td>
<td>A person who is able to help the target, who joins the bullying either willingly or inadvertently</td>
</tr>
<tr>
<td>Bystander</td>
<td>Encouraging others to bully or deliberately witnessing bullying without taking affirmative action</td>
</tr>
</tbody>
</table>

Is there evidence of an imbalance of power in this incident through either: *Please circle:*

<table>
<thead>
<tr>
<th>Academic ability</th>
<th>Age</th>
<th>Social status</th>
<th>Strength</th>
<th>Size</th>
<th>Other</th>
</tr>
</thead>
</table>

Is there evidence that this behaviour was deliberate or planned?

According to the alleged victim/s, has he/she/they experienced other or repeated incidences of bullying from the alleged perpetrator? (If yes, please give dates, who was involved and outcomes.)
Does/do the alleged victim/s fear for his/her/their safety or for his/her/their property?

What evidence supports the allegation (physical, material, digital)?

Is there concern the alleged incident may have been influenced by any of the following? Please circle:

<table>
<thead>
<tr>
<th>Race/culture</th>
<th>Beliefs</th>
<th>Disability</th>
<th>Gender</th>
<th>Socio-economic</th>
<th>Other</th>
</tr>
</thead>
</table>

Is there any relevant background/history to this alleged incident?

What effect is the situation having on the wellbeing of the alleged victim/s, including self-esteem, physical health, relationships with peers, ability to learn, absenteeism, etc.?

Were there any witnesses to this incident? (If yes, identify student names and year level/learning groups)

Description of the incident, according to the witness

Did this student play an active role in the incident?
Indicate other investigative procedures carried out. Please circle:

<table>
<thead>
<tr>
<th>Interviewed parents of alleged victim(s)</th>
<th>Interviewed parents of alleged perpetrators(s)</th>
<th>Interviewed parents of witnesses/bystanders/accessories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date/Time:</td>
<td>Date/time:</td>
<td>Date/time:</td>
</tr>
</tbody>
</table>

Annotations on interview with parents

After investigation, was the allegation of bullying confirmed?
Yes / No

If ‘No’, please sign below and place a copy of this document into student(s) file and refer to schools'.

If ‘Yes”, please sign below, place copy of this document into student(s) file and refer incident to the principal or principal’s delegate.
Signed:
Date:
Where will this incident report be filed for future reference?
File placement:
APPENDIX 4
POLICY REVIEW TOOL

Plan/Policy:
Reviewed by:
Date:

<table>
<thead>
<tr>
<th>KEY QUESTIONS</th>
<th>RESPONSES</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the plan/policy clearly identified the issue it will address?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the plan/policy clearly state procedures for how to respond to the issue?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How have the plan/policy and procedures been widely disseminated to all members of the school community?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have there been any recent changes to Church documents affecting the plan/policy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have there been any recent changes to Federal and/or State legislation affecting the plan/policy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which key diocesan policies, strategies and priorities are relevant to and have been consulted within the plan/policy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How does the policy/plan reflect the vision and mission of our school?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

St. Gabriel's School
Pastoral Care Policy
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there recent and relevant research affecting the plan/policy that needs to be included?</td>
<td></td>
</tr>
<tr>
<td>What current data has been collected to inform the plan/policy?</td>
<td></td>
</tr>
<tr>
<td>Have there been any significant events within the school affecting the plan/policy since the last review?</td>
<td></td>
</tr>
<tr>
<td>Have there been any significant changes to the student population affecting plan/policy since the last review?</td>
<td></td>
</tr>
<tr>
<td>What are the key trends that affect this school community?</td>
<td></td>
</tr>
<tr>
<td>How does the plan/policy take into account the views of the people it will affect?</td>
<td></td>
</tr>
<tr>
<td>How have new staff been informed of this plan/policy?</td>
<td></td>
</tr>
<tr>
<td>When will the plan/policy be next reviewed?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 5
ANTI-BULLYING POLICY CHECKLIST FOR SCHOOLS

<table>
<thead>
<tr>
<th>YOUR BULLYING POLICY MUST:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a clear statement on the school’s stance on bullying, harassment and violence</td>
<td></td>
</tr>
<tr>
<td>Define what constitutes bullying, harassment, discrimination, violence, cyber-bullying and</td>
<td></td>
</tr>
<tr>
<td>sexual harassment and use language consistent with the Equal Opportunity legislation.</td>
<td></td>
</tr>
<tr>
<td>Additional definitions can be found in the <em>National Safe Schools Framework Resource Manual</em></td>
<td></td>
</tr>
<tr>
<td>Provide information about the effects bullying has on individuals</td>
<td></td>
</tr>
<tr>
<td>Be reviewed annually and involve parents and students in the process</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IN ACTIONS RESPONDING TO INCIDENTS, YOUR BULLYING POLICY SHOULD:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow for flexibility depending on the nature, severity and extent of bullying in light</td>
<td></td>
</tr>
<tr>
<td>of natural justice principles</td>
<td></td>
</tr>
<tr>
<td>Inform parents about serious incidents involving their child</td>
<td></td>
</tr>
<tr>
<td>Follow up victims and perpetrators</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPLAINT HANDLING PROCESSES AND REPORTING MUST CONSIDER:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How is bullying reported?</td>
<td></td>
</tr>
<tr>
<td>Who is it reported to and when must it be reported?</td>
<td></td>
</tr>
<tr>
<td>Responsibilities of the principal, staff, students and parents</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YOUR BULLYING POLICY SHOULD BE COMMUNICATED IN THE SCHOOL COMMUNITY BY:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensuring students/parents/teachers/community receives a copy of the policy (and consider</td>
<td></td>
</tr>
<tr>
<td>how, and when a copy is provided?)</td>
<td></td>
</tr>
<tr>
<td>Making sure the policy is placed on the school’s website and is communicated regularly</td>
<td></td>
</tr>
<tr>
<td>(for instance in assembly)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECORD POLICY IMPLEMENTATION BY:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Documenting processes and forms used such as action plans, reporting forms, bullying</td>
<td></td>
</tr>
<tr>
<td>register, follow-up documentation forms, advice to parents/students/staff</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREVENTION AND INTERVENTION:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure all prevention, intervention and post-intervention strategies that are used are</td>
<td></td>
</tr>
<tr>
<td>well documented</td>
<td></td>
</tr>
<tr>
<td>Document how bullying is addressed through the curriculum</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRAINING AND DEVELOPMENT:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training and development to teachers, parents and students (and decide who will</td>
<td></td>
</tr>
<tr>
<td>provide this training and development, as well as how and when)</td>
<td></td>
</tr>
<tr>
<td>When/how will training and development be updated?</td>
<td></td>
</tr>
</tbody>
</table>

APPENDIX 6
St. Gabriel's School
Pastoral Care Policy
RESTORATIVE PRACTICES

The philosophy underpinning Restorative Practices is based on a relational model where people are held accountable for their actions and support is provided for the community affected by another’s actions. These practices range from proactive to reactive, involving the development and enhancement of relationships in schools and teaching of conflict resolution and other problem-solving skills. They also involve classroom management that is participatory and democratic and focused on problem-solving.

Teachers implementing Restorative Practices at St. Gabriel’s Catholic Primary School may use the following suggestions:

**Community Conferences**

A community conference brings together, in the wake of a serious incident of harm, the wrongdoer and the student being bullied, along with their families and appropriate school personnel. Conducted by a *trained facilitator*, a series of scripted questions is directed to participants in order to understand the incident and its antecedents and the effects of the incident on the community. An agreement is reached whereby all participants feel that there has been some restitution and that relationships have been repaired. The agreement also reflects plans to meet identified needs of the participants, such as counselling, and to implement necessary changes to school policy and practice. Follow-up is crucial for ongoing support and to ensure compliance with the agreement.

**Small Group Individual Conferences**

These are usually confined to a small group of students or an individual student and perhaps teacher(s) who have been involved in a less serious incident of harm. Typically small group conferences might be used to deal with low-level bullying before matters escalate.

Parents, while not directly involved, are informed of the process and its outcomes. Follow-up is crucial for ongoing support and to ensure compliance with the agreement.

**Classroom Conferences**

These involve the whole-class group in addressing issues which have affected teaching and learning in the classroom and student wellbeing, such as classroom bullying and more generally, classroom disruption.
St. Gabriel’s Primary School
Bullying Policy

Rationale
The purpose of this policy is to promote consistency of approach and to create a climate in which all children are valued and feel safe.

**St Gabriel's School Mission**

- Gospel values are developed and permeate the total environment giving our children an understanding of the Catholic Faith and doctrine.
- The total development of each child is fostered -- spiritually, morally, intellectually, emotionally, physically, creatively and socially. Value is placed on the uniqueness of each child and excellence is encouraged from each, according to their ability and potential.
- Staff, in partnership with the wider community, work to maintain a comprehensive curriculum which meets the children’s needs in an ever changing society.
- Students become active participants in the learning process; they are encouraged to take responsibility for their own actions and are provided with a secure, safe and supportive environment.
- St Gabriel's School encourages all the members of its community to participate in the life of the Parish.
- The school recognises the parents as the prime educators of the children and, as such, St Gabriel’s supports, complements and involves parents in an ongoing partnership.

**Aims**

- To promote a secure and happy environment free from threat, harassment and put-down behaviour and where Christian values and attitudes are nurtured.
- To encourage respect for the individual at all times celebrating the differences between us
- To prevent bullying behaviours
- To create a safe and supportive environment

**What is bullying?**

*Bullying is a repeated and intentional act that causes hurt or fear in another person. It may be a physical attack on the person or their property. It may be verbal teasing or insulting. It may be indirect such as spreading rumours, excluding people from groups or manipulation of others to mistreat another student.*

*Bullying Behaviours are about an imbalance of power where there is a deliberate intent to cause harm or distress. These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those looking on. (The Peer Support Foundation, 1998).*

St. Gabriel's School
Pastoral Care Policy
Bullying occurs in a co-created triadic relationship of victim, victimizer and bystander. The bully pursues the victim who seems to attract him/her through role suction, and this occurs in front of the bystander audience whom the bully wishes to impress. These roles can be very fluid, with most individuals taking up any one, or all, of these roles at various times. Bullies tend to select easy targets as victims who will show submission. The bystander fuels the bully so that intervention needs to focus on highlighting and reducing bystander behaviour. (CASSE, 2012).

Bullying may constitute repeated occurrences of the following examples:

- any form of physical violence such as hitting, pushing or spitting on others;
- interfering with another’s property by taking, hiding, damaging or destroying it;
- using offensive names, teasing or spreading rumours about others;
- using put-downs;
- making degrading comments about another person’s gender, cultural or social background;
- hurtfully excluding others from a group or game;
- ridiculing another child’s appearance (clothes, shoes etc.);
- making suggestive comments;
- demanding lollies / food / money in return for favours.

Prevention

At St. Gabriel’s, we have adopted a variety of programs and strategies to assist in awareness raising and prevention of bullying:

- the Value Education program
- P – 6 Life Education program bi annually
- promotion of our school motto, “Strength & Gentleness”
- Teach Me to Be Happy – A happiness resource from p-6 annually
- Peer Activity Leader (PAL) program
- Buddies Program
- weekly school and class awards
- student leadership promotions at assemblies
- NED (Never Give Up, Encourage Others, Do Your Best)
- CASSE (Creating a Safe Supportive Environment)
- Class Meetings to mentalise about issues facing students
- Student Representative council
- Student Sustainability Team

Our strategies to prevent bullying will fall within the following broad categories:

- ‘moral education’ in the context of religious education, liturgies and assemblies where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged;
- ‘across the curriculum’ values teaching (eg looking at the problem of prejudice within the context of a novel or a history lesson);
- clear statements from staff about the nature and unacceptability of bullying.
teaching specifically related to bullying in the Health, Physical Education & Personal Development curriculum;

- teaching more positive ways of resolving conflict, such as working co-operatively within the classroom and playground, through classroom meetings – (creating a space to mentalise/think);

- Staff and students as role models, particularly those in leadership roles such as school captains, house captains, Student Representative Council etc.;

- provision of activities which develop a culture of caring for one another and acknowledging the worth and contribution of others and which help to develop compassion;

- appropriate provision of counselling or other support services as required;

- provision of support for parents through information seminars, support networks etc.

**Intervention (Action taken)**

At St. Gabriel’s, we have adopted the following procedures for dealing with bullying incidents:

1. The school will keep adequate records of all bullying incidents. After discussion and clarification, the child’s name and bullying incident will be recorded.

2. Where necessary, parents of both/all parties will be notified.

3. Students involved may be removed from the playground or classroom for a specified time.

4. Further appropriate action will be taken as necessary.

**The Role of Teachers:**

- Act as role models of caring and tolerant behaviour
- Listen to reports of bullying and record them accordingly.
- Protect the victim from further harm
- Act to stop the behaviour recurring
- Raising awareness through the curriculum and classroom meetings

**The Role of Students:**

- Students who are being bullied must speak to their teacher and give him/her full details of the event.
- Students are encouraged to use the school’s Bystander Code.

**The Role of Parents:**

Parents play a key role in the support of both the victims and the perpetrators of bullying. The school must work in partnership with parents in the disciplinary process. Parents can assist in the following ways:
Let your child know that bullying in any form is never acceptable. Listen to your child and take their feelings and fears seriously.

Avoid calling your child names, like “weak, sook, wuss”. Don’t tell them “not to worry, to forget it, to toughen up.”

Avoid bullying tactics around your child, so they don’t get mixed messages.

If the bullying is verbal, help your child develop the skills to ignore it so that the bully does not get the satisfaction of a reaction. Practice the way to walk past looking confident with head up. Practice a supply of quick (not insulting) responses – for example ‘that’s your opinion’, ‘talk to someone who cares’.

Avoid the urge to take everything into your own hands unless absolutely necessary, as this will make your child feel less in control.

When it is clear that your own child is the bully, recognise the seriousness of the issue and support the school in implementing this policy.

**Reviewing and Monitoring our Anti-Bullying Policy**

- The Student Wellbeing Team will meet regularly to discuss any relevant issues.
- The anti bullying policy will be addressed on a regular basis as part of staff meetings.