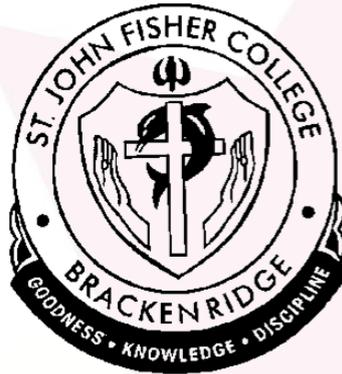


ST JOHN FISHER COLLEGE



**Right Relationships
School Student
Behaviour Support Plan**

November 2013

RIGHT RELATIONSHIPS: STUDENT CODE OF CONDUCT

At St John Fisher College, I confirm our mission statement and will strive to:

Value and respect others and myself.

- Treat others the way I want to be treated.
- Refrain from hurting others' feelings by gossip, teasing, name calling, bullying, fighting or using offensive language.
- Speak about others only in a respectful way.

Extend courtesy to all members of the College and the wider community.

- Be polite and respectful to all.
- Speak to others in a courteous manner.
- Be welcoming and show hospitality to visitors.

Do my best to achieve well in all tasks.

- Take pride in my work and give my very best efforts.
- Set and accept challenges in my work.

Respect the rights of others as learners.

- Be attentive and cooperative in class.
- Refrain from engaging in disruptive class room behaviour.

Accept responsibility for own actions and decisions.

- Obey college rules and directives given by College staff.
- Accept the consequences for my actions and behaviours.
- Accept the advice, direction and support of my teachers and parents.

Enhance the good reputation of the College.

- Dress and behave appropriately whilst at school and travelling to and from the College.
- Play sport fairly.
- Act and speak to bring credit to my College whilst wearing the school uniform.
- Refrain from attending shopping centres or other businesses in school uniform unless accompanied by a parent.
- Set a standard of behaviour for younger students.

Respect the property of myself and others

- Treat my property and that of others with care, including the buildings, grounds and furniture.
- Refrain from touching the property of others without permission.

Care for and respect the College environment.

- Care for and appreciate our environment.
- Clean up after myself and place all litter in the bin.

RIGHT RELATIONSHIPS: STUDENT BEHAVIOUR SUPPORT PLAN

1. VISION FOR STUDENT BEHAVIOUR SUPPORT AT ST JOHN FISHER

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

Pastoral Care in Action

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

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

The Pastoral Team consists of the Deputy Principal, the Pastoral Coordinators, the Counsellor and the Support Teacher Inclusive Education. This team works in collaborative partnership to provide pastoral support for all students.

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

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

2. CONTEXT

St John Fisher College is a Catholic girls' College with approximately 450 students in 2013 with projected enrolments of approximately 600 students by 2016. Our students come from approximately 30 different feeder schools and a wide geographical area. The College has traditionally upheld high standards of behaviour and dress and our parents strongly support these standards and seek enrolment at our College because of them.

3. CONSULTATION AND DATA REVIEW

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

4. BELIEFS ABOUT LEARNING AND BEHAVIOUR

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

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

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

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

5. ROLES, RIGHTS AND RESPONSIBILITIES

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

6. PROACTIVE/ PREVENTATIVE STRATEGIES

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

PSD PROGRAM

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

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

CLASSROOM STRATEGIES

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

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

COCURRICULAR ACITIVITIES

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

WHOLE SCHOOL STRATEGIES

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

7. TARGETED BEHAVIOUR SUPPORT

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

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

8. INTENSIVE BEHAVIOUR SUPPORT

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

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

9. CHALLENGE STRATEGIES FOR INAPPROPRIATE STUDENT BEHAVIOUR

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

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

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

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

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

HAT PARTY

Hat Party is withdrawal from the grounds for part of the lunch break. It is considered to be a less serious consequence than a detention given by classroom teachers in response to classroom matters. Hat Party is mainly issued in response to uniform infringements. It may also be used to assist with student compliance regarding school wide issues. Hat Party will take place in room 15 from 1.00 – 1.25pm.

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

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

Hat Party is not an appropriate consequence for the following:

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

These should be dealt with by the classroom teacher with the support of the Academic or Pastoral Coordinator:

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

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

Failure to attend a Hat Party on the second occasion will result in the student being issued an after school detention for the following Tuesday. A letter from the Deputy Principal will be sent home indicating this to parents.

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

All names of girls attending Hat Party are recorded in a book which is kept in the main office. Students attending Hat Party have a stamp placed in their planners to be signed by their parents. PC teachers are to check this has been signed during their weekly check of planners.

The Deputy Principal will be responsible for monitoring attendance at Hat Party.

ONGOING INAPPROPRIATE BEHAVIOUR

Consultation with the Pastoral Coordinator and/or Deputy Principal needs to occur for more serious incidents or a continuing pattern of inappropriate behaviour. The Pastoral Coordinator or Deputy Principal will take action as necessary. This may include:

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

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

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

SUSPENSIONS and EXCLUSIONS

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

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

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

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

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

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

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

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

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

10. PROCESS FOR APPEALS

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

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

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

11. LINKS TO BCE POLICIES

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

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

12. STAFF PROFESSIONAL LEARNING

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

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

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

RIGHT RELATIONSHIPS POLICY: ANTI-BULLYING

St John Fisher College does not tolerate bullying.

POLICY STATEMENT

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

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

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

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

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

Definition of Bullying

Bullying is when someone (or a group of people) with **more power** than you, **repeatedly** and **intentionally** uses negative words and/or actions against you, which causes you distress and **risks your wellbeing**.

(National Centre Against Bullying)

WHAT IS BULLYING (Adapted from www.ncab.org.au)

Bullying can take on many different forms. It is necessary to have a clear idea of the sorts of behaviours that may be associated with bullying.

1. Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as

- hitting
- poking
- tripping
- bumping or knocking
- pushing or shoving.
- repeatedly and intentionally damaging someone's belongings
- stealing books, lunch or possessions from a desk or locker
- locking someone in a room or cupboard
- flicking water, bits of paper, rubber bands etc at someone
- physical harassment eg unwelcome touching, grabbing or pinching
- physical violence
- use of weapons

2. Verbal bullying

Using negative words, repeatedly and intentionally to upset someone, is also a form of bullying. Examples of verbal bullying include

- name calling
- teasing
- insults
- homophobic or racist remarks
- verbal abuse.
- intimidating language
- put downs and pay outs.
- demands
- threats and extortion

3. Social bullying

Social bullying involves using the social group to humiliate someone. This type of bullying is often covert, that is, it is concealed, hidden or secret and thus it can be very hard to prove. Examples include:

- lying
- malicious gossip and rumours
- playing a nasty joke
- manipulating the social group against someone
- repeatedly mimicking someone
- exclusion
- ostracism
- isolation
- giving someone the ‘silent treatment’

4. Psychological bullying

Psychological bullying is when someone (or a group of people) repeatedly and intentionally use words or actions which cause you psychological harm. This type of bullying is also often covert. Examples of psychological bullying are

- pointing, staring, sniggering, laughing making faces, mimicking, or whispering with others while looking at the target
- mean looks or stares
- threatening poses or gestures
- manipulation
- intimidation
- whispering behind backs
- making noises as someone walks past
- humiliation
- putting down the whole peer group
- destroying someone’s reputation
- stalking a person.

5. Cyberbullying

Cyberbullying is when someone (or a group of people) **uses technology** to verbally, socially or psychologically bully. Cyberbullying can happen in chat rooms, through social networking sites, emails or mobile phones.

Examples of cyberbullying include

- abusing someone via e-mail, message boards, phone or text
- ridiculing someone via social networking pages
- spreading rumours about someone online
- sending or posting revealing or inappropriate photos of someone
- posting online payouts and putdowns of someone
- excluding someone from a chat group

WHAT IS NOT BULLYING

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

Arguments and disagreements

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

Not liking someone

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

Random or one-off events

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

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

STUDENTS: WHAT YOU CAN DO ABOUT BULLYING

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

For cyber bullying:

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

REPORTING PROCEDURES FOR STUDENTS

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

PREVENTION STRATEGIES

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

- provided all staff with professional development in awareness of the anti-bullying policy and procedures.
- conducted a regular review of the anti-bullying policy and procedures.
- educated all students about the bullying policy upon entry to the College in Year Eight via the Personal and Social Development Program.
- implemented an ongoing Personal and Social Development program which teaches students about the types of bullying, appropriate responses to bullying and the skills for emotional resilience such as communication, assertiveness, empathy, social skills, conflict resolution, self-esteem building, problem solving skills, stress management.

OTHER PROACTIVE STRATEGIES FOR STAFF

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

PROCEDURES FOR ALL TEACHING STAFF

- Record all single incidents of bullying, however subtle or minor, on the Student Incident Report form. Send a copy to the Pastoral Coordinator and one to the Deputy Principal.
- Do not tolerate any of these described bullying behaviours within the classroom. Deal with these as per the behaviour management policy.
- Be role models of respect and empathy and use language that supports this anti-bullying message to students.
- Adopt inclusive practices in the classroom.
- Support the Pastoral Coordinator in creating engaging ways to educate girls about bullying prevention during PSD lessons.

PROCEDURES FOR PASTORAL TEAM (Pastoral Coordinators, Deputy Principal, Counsellor, Support Teacher Inclusive Education)

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

PROCEDURES FOR LEADERSHIP TEAM

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

APPROPRIATE RESPONSES

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

Supportive measures may include:

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

Disciplinary measures may include:

- Interview with Pastoral Coordinator.
- Monitoring of student behaviour via a behaviour card.
- Withdrawal from playground at morning tea and lunch.
- Detention.
- Sanctions aimed to prevent further bullying.
- Withdrawal from classes and interactions with other students.
- Interview with Deputy Principal.
- Written communication with parents.
- External suspension.
- Interview with parents and Deputy Principal.
- Interview with parents and Principal.

PROACTIVE STRATEGIES FOR PARENTS/ CAREGIVERS

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

PROCEDURES FOR PARENTS/CAREGIVERS

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

BIBLIOGRAPHY

The Alannah and Madeline Foundation n.d., *National Centre Against Bullying*, viewed 5 June, 2010, www.ncab.org.au .

Brisbane Catholic Education 2006, *Acting Against Student Bullying – Regulations and Guidelines*, Brisbane Catholic Education, Brisbane.

Cross, D, Shaw, T, Hearn, L, Epstein, M, Monks, H, Lester, L, & Thomas, L. (2009) *Australian Covert Bullying Prevalence Study (ACBPS)*, Child Health Promotion Research Centre, Edith Cowan University, Perth. viewed 5 June 2010, <http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/research.aspx> .

Field, E 2007, *Bully Blocking: Six Secrets to Help Children Deal With Teasing and Bullying*, Finch, Brisbane.

Field, E n.d., *Bully Blocking*, viewed 5 June 2010, [http:// www.bullying.com.au](http://www.bullying.com.au) .

McGrath, H 2009, ‘Young People and Technology: A review of the current literature (2nd edition)’, *National Centre Against Bullying*, The Alannah and Madeline Foundation, viewed 5 June 2010, <http://www.ncab.org.au/youngpeople> .

Rigby, K1996, *Bullying in Schools and What To Do About It*, ACER, Melbourne.

Rigby, K 2010, *Bullying in schools and what to do about it*, viewed 5 June 2010, <http://www.kenrigby.net/> .

Spears, B, Slee, P, Owens, L, & Johnson, B 2008, *Behind the Scenes: Insights into the Human Dimension of Covert Bullying*, viewed 5 June 2010, <http://www.deewr.gov.au/Schooling/NationalSafeSchools/Documents/covertBullyReports/> .

Student Learning and Support Services Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs 2003, *National Safe Schools Framework*, viewed 5 June 2010, www.dest.gov.au/sectors/ .

Student Learning and Support Services Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs 2003, *National Safe Schools Framework Research Summary: Key Information from the Literature About Bullying*, viewed 5 June 2010 www.dest.gov.au/sectors/ .