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| Policy | |  |
| Policy Name Pastoral care and Anti-Bullying Policy | | |
| No. 1 | Version 1.2 | |
| Date 30/07/14 | Review led by Megan Graham Tessa Campbell | |
| Date Endorsed 30/07/14 | | |

Purpose

Pastoral Care acknowledges the need for teachers to work in partnership with parents, families, community agencies and church to foster growth in each other and students.

"Whenever you did it for any of my people, no matter how unimportant they seemed, you did it for me."

(Matt 25:40)

Pastoral Care embraces the total life of the school by developing the unique gifts of each person enabling the development of relationships that nurture people in the school community. Pastoral Care operates at many levels; staff, child-staff, staff-community.

School Policies, rules and sanctions promote the good order of the school community and as such are positive concepts. They are aids to the fostering of self-discipline and responsibility wherein students progressively grow in their capacity to exercise moral judgements, democratic values and a concern for the common good. All staff are expected to be known as caring, compassionate adults who take a real interest in the lives of the students. Similarly students are expected to recognise their own potential for either building acceptance, trust, esteem, friendships amongst their peers or for damaging relationships, hurting others or putting people down.

Scope

- St Paul's Catholic Primary School Nightcliff
- St Paul's Early Learning Centre Nightcliff
- St Paul's Outside School Care Nightcliff

Definitions

BELIEFS

- We belong to a community which expects people (adults and children) to care for each other.
- Differences will be celebrated and diversity of personality and culture is seen as a great gift to our school and to society – our school motto is – **In Faith and Love: Strong in Unity Rich in Diversity**
- All members of the school community have both responsibilities and rights.
- Each person has a responsibility
 - to keep themselves and their environment safe.
 - to show respect for themselves
 - to / for others and for property.
- Each person has a right to be treated with respect and dignity.
- The ways in which people interact with each other in the schools' daily and routine life affect each person's sense of self-worth, belonging and well-being significantly.
- The fostering of high quality interpersonal relationships between teachers, students, parents and ancillary staff is a responsibility shared by everyone.
- Pastoral care is not something that is taught. It is experienced in the relationships of everyday life, amongst staff, in the classroom, on the playground and with parents and the community.

Policy Statements

- Build relationships between children, parents, staff and the wider community.
- Acknowledge that personal differences will require a diversity of approaches and strategies.
- Find the balance between knowing when to listen and when to act.
- Avoid staff-room conversations about individuals, labelling and generalisations about children and classes.
- Observe protocol in conflict situations that aims to heal rather than alienate.
- Be aware of family backgrounds.
- When confronting, ask clarifying questions or describe the behaviour witnessed.
- Avoid practices that lead to resentment.
- **Implementation of Harassment and Behaviour Management Policies**
- Be inclusive rather than exclusive

- All community members will show an awareness of the ideal that if someone is not responding to them they may need to change themselves rather than expect others to change.

HARASSMENT POLICY

Does this belong here or should it be its own policy???

We are a community which expects people to care for each other in both the way we speak to each other and the way we act towards each other. We promote positive interpersonal relationships between members of the school community and we aim to prevent all forms of harassment and bullying at school.

Some things we know about harassment:

- It may take many forms and is always either **annoying, hurtful, frightening** or some **combination** of these
- It is always **unwelcome** and is nearly always **repeated**
- It may come from an **individual** or a **group**
- It may be directed at a **teacher** as well as **students**
- **It must not be allowed to continue**

FORMS OF HARASSMENT

ANNOYING BEHAVIOUR

- **Property** - Hiding, stealing, damaging or destroying work or belongings
- **Verbal** - Name calling, putting down, teasing, pulling faces, using abusive language, swearing
mocking in some way.
- **Physical** - Pushing, hitting, kicking, pinching etc or threatening body language e.g. standing over or raising a fist.

BULLYING

- Repetition of **annoying behaviour**, either one person or a group, and usually gives the bully some power over his/her victim.

DELIBERATE EXCLUSION

- Isolating, not associating with or excluding
- Unreasonable exclusion
- Encouraging others to isolate or exclude

SEXUAL HARASSMENT

- Touching or brushing against a person in a way that makes them feel uncomfortable
- Whistling, gesturing or making comments about physical appearance
- Telling offensive jokes or showing offensive reading matter
- Making comments about a person's sexuality
- Making fun of a person with sexual comments

RACIAL DISCRIMINATION

- Making degrading comments or gestures about a person's culture or country of origin
- Calling a person names because of culture or origin (race)
- Telling offensive 'cultural' jokes or showing offensive drawings or stories
- Deliberately excluding because of race

TELLING EITHER TRUE HURTFUL STORIES or UNTRUE STORIES (GOSSIP) LIBEL / SLANDER

- Spreading rumours
- Writing unpleasant notes in any form
- Writing graffiti about anyone

GROUP ACTION

- Being part of a group that is bossing, insulting, calling names, putting down, excluding, laughing at the person being hurt or with the people doing the hurting.

SILENCE

- ***Allowing others to be hurt by***
 - Failing to speak out
 - Failing to report the incident

CLASSROOM

- Thoughtless disrupting of the classroom
- Constant interrupting by calling out
- Being part of a group that is disrupting the classroom by calling out and or commenting on what the teacher or others are doing or saying
- Regular answering back, arguing with the teacher
- Always having the last word

ACTION**Part One**

The Role of School Staff prior to and during incidents of harassment and bullying.

It is expected teachers will have a significant impact in the reduction of harassment and bullying in a number of ways:

1. *By expressing disapproval of harassment whenever it occurs, not only in the classroom but also in the school playground.*
2. By listening sympathetically to students who need support when they are victimised.
3. Investigating, initiating or taking action when requested by the victimised children.
4. By encouraging co-operative learning in the classroom and by modelling positive and co-operative behaviours to students in their care.
5. By encouraging students to provide active support for this policy.

6. By utilising links with the curriculum, for example, Social Education, English, Family Life Education can strongly reinforce the anti-bullying policy.
7. At the beginning of the year teachers will teach a unit of work around the general theme of co-operation and some form of conflict resolution. Using strategies such as acting out, role playing with the emphasis on how to deal with the harassment/bullying.
8. Use of such materials as - COOL SCHOOLS, YOU CAN STOP BULLYING, STOP, THINK, DO, TRIBES, YOU CAN DO IT TOO, LION'S QUEST- SOCIAL SKILLS PROGRAM.
9. Whilst any member of staff may be informed about incidents of harassment / bullying; it is the responsibility of the Principal to ensure that every complaint is responded to promptly.
10. A school Harassment Officer is appointed.
11. External agencies who may provide assistance:
 - Independent Education Union – NT
 - Anti-discrimination Commission
 - Human Rights and Equal Opportunities commission
 - Police, Fire, and Emergency Services
 - Centacare

ACTION

Part Two

Steps to be taken at the time of an incident of harassment or bullying.

IF YOU ARE THE VICTIM

1. *Ignore - walk away without showing any distress and keep walking*
2. *Speak to the person annoying you. Tell them to stop and walk away*
3. *If they don't stop, report them to your Teacher, Deputy Principal, Principal or Parents. DO NOT GIVE THEM ANOTHER CHANCE even if you are scared they will hurt you.*
4. *If you are too scared to report it tell a friend and get them to go with you to report it*

IF YOU ARE A WITNESS

1. *Tell the person / group to stop.*
2. *Reassure the victim - do not get involved in arguing or fighting.*
3. *Report what you have seen to your teacher, or parents.*
4. *If you are reluctant to report an incident in person write down what you saw and place it in the office bag addressed to the principal.*

ACTION

Part Three

Processes to be followed when an incident of harassment / bullying occurs.

At this time the school will follow the guiding principles as set out below while working through the specific process outlined over the page.

Guiding Principles

Discussion

Discussion between parties involved in harassment / victim incidents. Depending on the nature and seriousness of the aggression, changes in relationships between students may be affected without the use of intensive interrogation, blame and punishment. Discussions need to be conducted when parties are calm but within a suitable timeframe.

The method of shared concern

The principle is that the aggressors are led to accept some responsibility for the distress that has been reported - especially if they are treated with respect as individuals and not interrogated as criminals. The role of the teacher is to elicit suggestions and concrete proposals from the aggressors that will help the situation. This phase may include the use of victim/aggressor conferences with a facilitator and parents. The implementation of the proposals and the outcome for the victim need to be carefully monitored and contact maintained until the situation has definitely improved.

The use of sanctions

Despite discussion and efforts to encourage the aggressor to feel concern for the victim and to undertake responsible actions to improve relationships, the problem may still remain unresolved and victims need to be protected. Serious talks with the aggressor and his / her parents will then be necessary and consequences applied.

Help for the victim

Students may need to be encouraged to become more assertive and resilient in order to reduce the likelihood of being bullied. Positive results include decreased vulnerability and enhanced self-esteem.

SPECIFIC PROCESS

1. Ask those involved to write down what happened answering the Relational Questions on the Proforma (Attachment 1)
2. Talk to other people - those who were involved and those who saw what was happening. Ask them to write down what happened, including date and name
3. Talk to individuals about differences in the Incident reports.
4. Bring the parties in dispute together with a view to a resolution, apology and future action to bring about change.
5. Staple the Incident reports together and file in a folder of the aggressor including conclusions reached, apologies, detentions etc
6. Notify parents of the victim and inform them of what has happened, what will be done and possible need for counselling or otherwise.

7. Notify parents of the aggressor and discuss the incident(s) and the outcome including the possible need for counselling
8. In serious cases the school-based constable will be called in to investigate and talk to the people involved. Parents will be notified before the constable talks to the student. He / She will then assess the need for a victim/perpetrator conference with facilitator and parents present.
9. Serious complaints of misconduct are to be referred to Catholic Education Office.

Perpetrator Statement

Name:

Date

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| What happened? |
| What were you thinking at the time? |
| What have you thought about since? |
| Who has been affected by what you did? |
| In what way? |
| What do you think you need to do to make things right? |

Victim Statement

Name:

Date:

What happened?

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Supporting Documents and Processes

Review Date

- This policy will be reviewed as part of the school's three-year review cycle, in accordance with Catholic Education Office requirements.
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References

Revision Record

| Date | Version | Revision Description |
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