Catholic Education Policy	Supporting Students with Disabilities Policy
	Behavioural Support Policy
	Safe and Supportive Schools Policy
	Bullying and Harassment Policy
Related Policies	**St Clare's College:**
	Positive Behaviours (Personal Best)
	Pastoral Care and Wellbeing
	Mandatory and Voluntary Reporting
Approved by:	Executive
Implementation date:	2006
Revision date:	2021
St Clare's Contact Officer	Assistant Principal Pastoral Care and Wellbeing

Rationale/Purpose

St Clare's College is committed to providing positive and engaging environments where students and staff feel safe, connected, respected, achieve success and are fully engaged in education.

A Student Centred Vision

A student centred vision is paramount to the ethos of St Clare's. This vision is underpinned by the values and findings of the Schools for All Children and Young People report and the Melbourne Declaration on the Goals of Australian Schooling, which place the student at the centre of all learning. A student centred approach takes into account the specific needs of each student, in their family, school, peer group and community contexts.

Safe and Orderly Environments

St Clare's provides an orderly school environment that help students feel safe, respected, supported and able to engage in their learning.

Giving Priority to Relationships

Effective relationships are fundamental to learning. Teachers and students can proactively influence the dynamics of the classroom and develop the relationships that will support participation in learning where everyone belongs.

Fostering Wellbeing - Linking Wellbeing, Learning and Behaviour

St Clare's acknowledges the inter-connectedness of wellbeing and learning. Schools are places where the "wellbeing" of the whole child is a priority. Students who have higher levels of wellbeing have better learning and achievement outcomes at school.

Collaborating at all levels

Learning happens within the context of community. Therefore Catholic Education fosters purposeful collaborative relationships at all levels within the school and the broader community. These relationships are fundamental to achieving quality outcomes for students and teachers. These relationships require active communication and consultation between students, teachers, parents/carers, the parish, the school and the wider community. Where students are involved in the collaboration process evidence indicates that they take responsibility for what happens in the classroom, care about their classmates, and become more engaged in learning

This policy reflects principles of high quality education outlined in the Education Act 2004 (ACT) and the Education Act 1990 (NSW) and student safety and wellbeing practices outlined in the National Safe Schools Framework. A supportive, safe and respectful environment occurs in the context of schools that engage students in learning as set out in the Archdiocesan Wellbeing and Diversity Framework.

This policy is consistent with ACT, NSW and Commonwealth human rights and anti-discrimination laws, which protect individuals from unfavourable treatment on a number of grounds including religion, sex, sexuality, gender identity, disability, and race.

The National Privacy Principles (1988) protect individuals' rights relating to the collection, use, storage and disclosure of personal information and personal health information held by government agencies.

All school community members are expected to comply with the federal legislation including the Crimes Act 1914 and Criminal Code Act 1995, and with the respective ACT legislation: the Criminal Code Act 2001 and the Crimes Act 1900, and the NSW Crimes Act 1900. This legislation governs but is not limited to unlawful behaviour involving weapons, alcohol, drugs, dangerous acts, vandalism, violence, harassment, digital technology and sexual misconduct.

Policy

St Clare's College adheres to the Catholic Education Archdiocese of Canberra and Goulburn's Safe and Supportive Schools and Bullying and Harassment Policy Policy. This policy can be accessed via the following link:

https://cg.catholic.edu.au/parents/policies/

Procedures

The College is committed to the development and implementation of early intervention strategies to prevent unacceptable behaviour and to strengthen student coping mechanisms and wellbeing.

In general this includes:

- ensuring that policies, programs and strategies are implemented which aim to build a sense of belonging and which promote the wellbeing of all students

- the use of a range of resources to develop preventative programs which include skills based learning for all community members

- the identification of harassment behaviour as detrimental to the welfare and wellbeing of students, staff and the wider community

- programs to assist students to improve their anger management, conflict resolution and communication skills

- strategies to deal with students who harass or are harassed by others

- a clear statement of the responsibilities of students who witness incidents of harassment

- the provision of counselling and mediation services to support students at risk of being harassed or who are harassing others

- clear referral protocols and communication processes

- clearly stated procedures in the context of the College Positive Behaviour (Personal Best) Policy to address harassment as it arises

- regular evaluation and refinement of College protocols dealing with harassment.

The College Positive Behaviour (Personal Best) Policy is the framework upon which student rights and responsibilities is based and which clearly supports the Safe School Policy.

Positive Behaviour (Personal Best)

- Expresses the rights and responsibilities of students, staff and parents

- Is expressed in positive terms

- Is able to be understood by all members of the College community

- Contains appropriate levels of sanctions and consequences which staff, students and parents know

- Is structured in such a way that sanctions and consequences can be fairly and consistently applied

- Is based upon the engagement of students and on the provision of appropriate intervention strategies to develop appropriate behaviours

The Positive Behaviour (Personal Best) Policy states that all students have the right to:

- be treated justly and respectfully

- be provided with a range of learning experiences in well-managed environments that meet individual needs

- have all work expectations made clear

- receive timely, respectful and constructive feedback

- have all personal property respected

- be provided with a selection of challenging and enjoyable co-curricular activities

- feel safe and secure

- benefit from the opportunities that exist from membership of the College community.

Teachers are in a unique position to identify how students are functioning in the school environment and therefore play a vital role in the identification of changes and in the early assessment of student needs. Teachers play a critical role in the development of student resiliency through the implementation of appropriate programs and in the provision of effective pastoral care of individual students or groups of students.

The College is committed to ensuring that teachers:

- have a shared knowledge and understanding of school procedures and protocols for dealing with incidents of harassment in the classroom, playground and via electronic communication devices

- are committed to developing supportive relationships with students and to the provision of communication between the school, students and families

- have the skills to identify individual students experiencing difficulty

- monitor student attendance and implement procedures and protocols to ensure student engagement with school

- are skilled and empowered to deal with harassment issues as they occur

- undertake professional development such as conflict resolution, mediation, classroom management and assertiveness training in order to enhance their skills and to enable them to support students.

Bullying

Bullying can result in behaviour changes in children and young people. These changes may include:

• Not wanting to go to school

• Crying or having nightmares;

• Refusing to talk when asked "What's wrong?";

• Having unexplained bruises, cuts or scratches;

• A decline in quality of school work;

• frequent tears, anger, mood swings and anxiety

• Becoming withdrawn and lacking confidence;

• Beginning to bully siblings; or

• Acting unreasonably.

Teachers, parents and carers are encouraged to recognise signs of bullying and notify a teacher or the Principal, if they suspect their child or student is experiencing bullying or engaging in bullying

Harassment

Harassment is any behaviour which threatens, hurts or frightens a person. It can be expressed as physical, verbal or social behaviour. While some harassment is unlawful, all harassment is inappropriate.

Physical harassment is:

- hitting, pushing, kicking, punching or jostling in classrooms, corridors, on stairs, on the sports field, and in the playground

- physical threats

- interfering with another student's property by stealing, damaging, destroying or hiding it.

Verbal Harassment is:
- name calling, insults, put-downs, teasing, swearing at

- belittling the ability of a person

- spreading rumours or stories about a person or his or her family

- writing graffiti about a person.

- writing or distributing inappropriate communications about another person

- name calling of a racist nature.

Social Harassment is:

- making degrading comments about the cultural, religious or social background of another person

- the use of offensive jokes or inappropriate material

- making degrading comments about the appearance or attire of another person

- pressuring a person to do something against his or her will

- deliberate exclusion of an individual or group of people

- deliberately disturbing a student or teacher during class

- repeated questions about the private life of a person

- offensive letters or phone calls

- offensive communications through computers.

Sexual Harassment is:

Unwelcome behaviour of a sexual nature in which a reasonable person in the circumstances would anticipate that the behaviour would cause offence, humiliation or intimidation of that person.

Some examples include:

- name calling or comments of a sexual nature

- comments or rumours about a person's sexuality

- repeated questions about a person's private life

- non-verbal gestures such as body gestures of a sexual nature

- physical contact such as patting, pinching, touching, pushing, brushing against another person's body, or invading a person's space

- jokes of a sexual nature

- display of offensive pictures, posters or graffiti

- letters or phone calls in which there is a sexual reference

- pestering someone to go out or engage in sexual activities

- sexual abuse or sexual assault

Electronic Harassment is:

- the transmission of threatening messages via email, chatrooms, instant messaging, social networking sites, Webpages or SMS

- the transmission of messages or jokes of a sexual nature via email, chatrooms, instant messaging, social networking sites, Webpages or SMS

- the posting of photographs on the internet without permission

The College recognises that harassment can lead to:

- feelings of powerlessness, fear and isolation

- depression

- difficulty sleeping, working or concentrating

- difficulty relating to friends or family

- feelings of confusion or stress

- students not wishing to attend school

- exclusion from social groups.

In the event of bullying or harassment:

If a student experiences harassment or witnesses the harassment of another person, she is encouraged to contact one of the following:

- their Pastoral Care Leader

- their Pastoral Coordinator

- the School Counsellor

- one of the Assistant Principals or the Principal

- any member of staff with whom they feel comfortable

- a senior student

- a parent.

The person to whom this information is given is required to pass this on to the appropriate personnel so that measures can be implemented to resolve the issue.

In resolving reports or issues of harassment one or more of the following may apply:

- the offending student or students may be interviewed by the classroom teacher, Pastoral Leader, Pastoral Coordinator, Leader of Learning or Assistant Principal Pastoral Care and wellbeing.

- the offending student or students may then be interviewed with their parents

- the student or students may be given an appropriate sanction or consequence which may involve a significant disciplinary action.

- all students involved may be required as a result of the incident to engage in counselling or contact with other outside agencies so that they learn strategies to deal with relationship issues in appropriate ways.

Definitions

Bullying

Bullying can take many forms including:

Physical bullying which involves physical actions such as hitting, pushing, obstructing or intimidating someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying.

Psychological bullying is when words or actions are used to cause psychological harm.

Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.

Indirect bullying is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.

Cyber bullying is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or mobile phones.

Diversity

is about recognising the value of all individuals. Diversity can include sex, gender identity, sexual orientation, language, ethnicity, cultural background, age, religious belief, family makeup and family responsibilities. Diversity also refers to other ways in which people differ, such as educational level, life experience, work experience, socio-economic background, personality, marital status and abilities/disabilities. Diversity is about everyone belonging.

Everyone belongs

Jesus' love reveals that we are made in God's image and likeness. We are marked by our similarities and differences but made one in our humanness. People's differences are not only expected, but celebrated, and are seen as opportunities for flourishing. School communities are diminished if one person is missing.'

Duty of care

the responsibility to exercise reasonable care to protect the safety of any student and staff against injury that could reasonably be foreseen.

Protective Action

describes the interventions taken by System school staff to minimise the risk when a significant danger is present. This might include restrictive practices, non-physical interventions and changes to the immediate environment. The danger may be from the actions of a person or from hazards in the immediate environment

Respectful relationships

are interpersonal interactions where all parties feel safe, are treated with dignity, fairness, are valued and belong. This concept applies to all relationships, including friendships, student-student, student-teacher, teacher-family, external partners.

Restrictive Practice

a practice or intervention that has the effect of restricting the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm. Restrictive practices must not be used to gain compliance in students and must never be used on their own, but should instead be employed within the context of an overall positive behaviour support plan.

Community

The term is used generally to include all stakeholders associated with a school. This may include, but is not limited to: students, staff, parents, families, parishes, volunteers and outside agencies.

Social and Emotional Learning (SEL)

is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and self-regulate their emotions, set and achieve positive goals, understand and show empathy for others, establish and maintain positive respectful relationships, and make responsible decisions.

Wellbeing

is defined as a state of positive psychological functioning that allows people to thrive, flourish, realises their own potential and engage positively with other people, thus making a contribution to the community. Student and staff wellbeing cannot be viewed in isolation from a broader school context. School communities provide both the defining context and have the potential to significantly influence well-being.

Violence

is the use of force, threatened or actual, against another person(s) that results in psychological harm, property damage, injury or in extreme cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time. Threatened or actual actions that involve implements used as weapons or actual weapons are considered to be serious acts of violence

References

The National Safe Schools Framework

https://www.dese.gov.au/student-resilience-and-wellbeing/australian-student-wellbeing-framework