PASTORAL CARE POLICY

PHILOSOPHY
Bethany College is a community of students, parents, clergy and teachers whose inspiration and direction is based clearly on the teachings of Jesus.

At Bethany College all staff members have a responsibility for the pastoral care of students. Pastoral care is a total climate of care that exists in our school and is at the heart of everything we do. The dignity of each person is central to our core belief. Pastoral care is lived daily through our interaction with others. Justice must be central in all interactions including discipline. An atmosphere of harmony, compassion and mutual respect is fostered by all members of the school community. In dealing with each individual, restorative justice is of paramount importance - the behaviour is always separated from the person and the opportunity for personal growth is always provided.

The Pastoral Care Policy is to be read in conjunction with the ‘Act Justly’ Student Management System’ and Bethany College Anti Bullying Policy.

GUIDELINES
- The Principal, AP, Leadership Team and Year Coordinators oversee pastoral care.
- A team approach under the leadership of the Year Coordinator is the basis of the pastoral mission of the college. The homeroom teacher plays a significant role due to their daily contact with students and all staff are linked to a cohort of students to assist with the pastoral management process.
- There will be regular Year Coordinator meetings to discuss pastoral care issues.
- All staff and students will actively support Bethany College Anti Bullying Policy. A policy summary appears in the Student Diary and will be discussed at the beginning of each year in Homeroom groups.
- The identification and referral of students at risk is made to the Year Coordinator who will access appropriate services e.g. school counsellor. In cases where the Child Protection Act is relevant the principal will instigate the process following notification.
- All staff will actively support the college ‘Act Justly’ Student Management System’ which is located in the Student Diary.
- There will be a commitment by all staff to support and attend activities related to allocated year teams including retreats, camps, assemblies, formals, fund raising activities and social functions.
- There will be recognition of the importance of the SRC in our community.
- The induction of new staff will include an introduction to the Pastoral Care Policy.
- The use of regular assemblies to promote and affirm students in their endeavours at school.
4.2 CLASSROOM BEHAVIOUR

- Please refer to the front of the Student Diary for information on student management policies in particular the “Act Justly” Student Management structure.

1) Students must collect their equipment from their homerooms for the following 2 periods of the day and should not be allowed to return to other rooms to collect books etc. after the bell has rung to commence class.

2) Students need to arrive to class on time and must not make detours to the bathroom or other areas of the school after the lesson bell has rung.

3) The students are to form an orderly line outside and wait to be admitted.

4) School bags are not to be carried around by students. They are to remain in lockers.

5) Wallets should be kept with the student and valuable items left at home.

6) A formal greeting is customary on behalf of the teacher and the students, at the beginning of each lesson. The class roll should be noted in every lesson of the day.

7) Students should not be permitted to leave the supervision of the teacher except in extreme need. The teacher needs to sign the ‘Logout’ section of the diary if a student has to leave the room.

8) Students are required to be silent if announcements are made during lessons.

9) When the bell rings for the end of the lesson, students should be silent for any final instructions and be formally dismissed. All students should leave the room before the teacher.

**Restricted Areas**
Students must remain in the playground at recess and at lunch time. If a student wishes to see a staff member before school, at recess and at the second half of lunch, she should go to Student Services. Students may negotiate with staff to arrange meetings at other times.
<table>
<thead>
<tr>
<th>Levels</th>
<th>Consequences</th>
<th>Merit/Demerit System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Level White</td>
<td>To remain on this level students maintain respectful, productive relationships and continue to apply themselves to the best of their ability. They live the College motto, ‘Act justly, love tenderly and walk humbly with their God.’</td>
<td>There are five categories as listed in the Merit/Demerit System. The system is designed to work concurrently with the Level structure as listed on this page.</td>
</tr>
<tr>
<td>Students on this level:</td>
<td></td>
<td>A student can be on any of the Levels and still receive Merits and Demerits.</td>
</tr>
<tr>
<td>– Co-operate with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Respect the rights of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Display positive attitudes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level One Green</td>
<td>Parents may be contacted by the Year Coordinator and/or TLC Coordinator.</td>
<td></td>
</tr>
<tr>
<td>Students placed on this level continue the inappropriate behaviours as outlined in the Demerit System. Other inappropriate behaviours that will result in Level One consequences include:</td>
<td>After school detentions may be issued.</td>
<td></td>
</tr>
<tr>
<td>– Minor vandalism and conflict</td>
<td>Students may be withdrawn from class for a period of time.</td>
<td></td>
</tr>
<tr>
<td>– Unauthorised absence from class</td>
<td>Withdrawal of privileges may occur.</td>
<td></td>
</tr>
<tr>
<td>– Partial truancy</td>
<td>Student is required to commence a Green Level Monitoring Report ‘I Move to Improve’.</td>
<td></td>
</tr>
<tr>
<td>– Minor theft</td>
<td>The student is counselled by the Year or TLC Coordinator about her actions and the consequences of progression to the Second Level.</td>
<td></td>
</tr>
<tr>
<td>– Cheating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Low level bullying such as teasing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Inappropriate use of technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level Two Yellow</td>
<td>Assistant Principal notified.</td>
<td></td>
</tr>
<tr>
<td>Students placed on this level have shown no improvement in behaviour, application or attitude after the completion of a First Level Monitoring Report. Other inappropriate behaviours that will result in Level Two consequences include:</td>
<td>In school / out of school suspensions</td>
<td></td>
</tr>
<tr>
<td>– Smoking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Use of alcohol and other drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Truancy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Harassment/ Bullying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Bringing dangerous weapons to school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Consistently disregarding school rules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level Three Red</td>
<td>Principal notified.</td>
<td></td>
</tr>
<tr>
<td>Student has definitely indicated that she does not want to comply with College rules and has made minimal attempt to improve her behaviour after consequences were imposed and assistance given on the Second Level. Other inappropriate behaviours that will result in Level Three consequences include:</td>
<td>Longer suspensions issued.</td>
<td></td>
</tr>
<tr>
<td>– Use of prohibited drugs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Serious infringements that impact on the rights of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Any breach of sufficient gravity as determined by the College.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4.3 ‘ACT JUSTLY’ STUDENT MANAGEMENT PLAN 2013

<table>
<thead>
<tr>
<th>LEVELS (of offence)</th>
<th>TYPES OF BEHAVIOUR (examples of)</th>
<th>STAFF MEMBERS INVOLVED</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
</table>
| **LEVEL 1** | - In class eg non completion of homework, classwork  
- Lack of application in class  
- Not bringing equipment, laptop or notes  
- Not having College Planner at all times.  
- Failure to charge/maintain laptop  
- Littering  
- Inappropriate language  
- Lateness (to school or class) - 3 lates in a cycle.  
- Inappropriate use of electronic equipment  
- First instance Uniform infringements/ jewellery, makeup, hair style and colouring, acrylic nails, nail polish  
- Misuse of Student Diary | Teacher  
Student Services /  
Year Coordinator | - Conversation with student to identify the reasons for poor behaviour and strategies to prevent poor behaviour  
- Demerit/notification  
- Recorded on Student Welfare Package  
--- Note: After 3 demerits or notifications in a week, students automatically move to Level 2 and receive an attendance detention. |

| **LEVEL 2** | - Failure to comply with Level 1  
- Offensive language/ insolence/ anti-social behaviour / disobedience  
- Chewing gum  
- Out of class / out of bounds  
- Inappropriate images on Laptop, breach of copyright  
- Failure to secure laptop in locker  
- Pattern of lateness  
- Inappropriate behaviour at Mass/Liturgy/Assembly  
- Incorrect PE uniform on 3 occasions  
- Inappropriate use of phone/ I pod/ personal electronic devices during school hours  
- Ongoing uniform infringements  
- Garment infringements: students not wearing a cardigan or blazer as an outer garment of winter uniform to and from school.  
- Eating on carpeted areas. | Teacher /  
TLC Coordinator /  
Year Coordinator | - Student spoken to and recorded on Student Welfare Package  
And  
- Tuesday afternoon detention from 3:20pm to 4:20pm  
--- Note: Phone, iPod, personal electronic device confiscated until 3:15 for the first offence. After two (2) afternoon detentions students automatically move to Level 3 |

| **LEVEL 3** | - Continued non-compliance from Level 2  
- Truancy from class  
- Low level cyber-bullying  
- Inappropriate behaviour on excursion, camp, retreat, off site activities  
- Habitual absenteeism  
- Breach of mufti expectations  
- Forgery eg signature or note | Teacher  
TLC Coordinator  
Year Coordinator  
Assistant Principal | - Coordinator and teacher speak to student to identify the underlying problem  
And  
- Recorded on Student Welfare Package  
And  
- Phone call and/or letter to parents and/or interview with student and parents to discuss learning strategies and management.  
And  
- Learning contract/conduct sheet to address the specific needs.  
And  
- Tuesday afternoon detention from 3:20pm – 4:20pm  
And  
- Internal Suspension  
And  
- Loss of privileges  
And  
- Referral to school counsellor |
| LEVEL 3 | • Continued non-compliance from Level 2  
• Truancy from class  
• Low level cyber-bullying  
• Inappropriate behaviour on excursion, camp, retreat, off site activities  
• Habitual absenteeism  
• Breach of mufti expectations  
• Forgery eg signature or note  | Teacher  
TLC Coordinator  
Year Coordinator  
Assistant Principal  | • Coordinator and teacher speak to student to identify the underlying problem and  
• Recorded on Student Welfare Package and  
• Phone call and/or letter to parents and/or interview with student and parents to discuss learning strategies and management. and  
• Learning contract/conduct sheet to address the specific needs. and/or  
• Tuesday afternoon detention from 3:20pm – 4:20pm and/or  
• Internal Suspension and/or  
• Loss of privileges and/or  
• Referral to school counsellor |
| LEVEL 4 | • Student behaviour fails to improve from Level 3 or deteriorates further.  
• More than 3 detentions  
• Truancy from school  
• Cheating/Plagiarism  | TLC Coordinator  
Year Coordinator  
Leader of Learning  
Assistant Principal consulted  | • Student and parents interviewed in an attempt to identify the area causing concern and clarify College expectations and  
• Recorded on Student Welfare Package and  
• Contract drawn up and/or  
• Withdrawal from classes  
• Internal suspension  
• Referral to school counsellor  
• Outside agency referral |
| LEVEL 5 | • Issues from Level 4 not resolved  
• Inappropriate use of internet  
• Possession of inappropriate digital images of a critical nature  
• Cyber bullying  
• Major incident eg bullying or physical assault  
• Graffiti  
• Vandalism  
• Smoking  
• Theft of property  | Year Coordinator  
Assistant Principal  
Principal  | • Student’s file history assessed.  
• Recorded on Student Welfare Package  
• Student and parents interviewed and  
• Individual behaviour plan implemented and/or  
• Suspension (Internal/External)  
• Student counselled to return to normal schooling  
• Possible police notification |
| LEVEL 6 | • Issues from Level 5 not resolved  
• Prohibited weapons  
• Possession / sale or use of illegal drugs  
• Unlawful use of internet  
• Serious infringements that impact on the rights of others  
• Any breach of sufficient gravity as determined by the College  | Principal  
Assistant Principal  | • Review of student’s educational history and future  
• Recorded on Student Welfare Package  
• Student and parents interviewed  
• Police contacted  
• Regional Consultant contacted  
• Possible expulsion |
4.4 ‘ACT JUSTLY’ STUDENT MANAGEMENT POLICIES

Act Justly..........a fair approach to student management.

It is the belief at Bethany College that each student’s personal worth and self-esteem is valued and fostered by all staff. The College Staff operate using the principles of restorative practice, encouraging relationships based on respect. To achieve this goal we have developed a system that involves students learning to make good choices about their behaviour and acknowledging the consequences that poor choices bring. This student management system is a Merit/Demerit (7-9) and a notification/commendation (10-12) system designed to assist students to shape their behaviour in a fair and just way and is part of the College’s Pastoral Care Policy.

Merits / Demerits (Year 7-9) or Commendations / Notifications (Year 10 – 12) will be used in conjunction with the Student Management Plan on page 21 and are awarded for the following:

- Classwork
- Homework
- Behaviour
- Uniform
- Contribution to the community life of the College

A. The Merit Award System

The merit system has been implemented to recognise the many hard working, cooperative, high achieving and generous students at our school. Our purpose is to acknowledge students who consistently demonstrate exemplary behaviour, in all aspects of College life.

These awards are highly prestigious and should be valued by students throughout their time at Bethany. The wider community, particularly employers, recognises the importance of these awards.

<table>
<thead>
<tr>
<th>MC</th>
<th>MERIT CERTIFICATE FOR CLASSWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outstanding effort with a task and/or consistent effort within the class. This award could be for oral contributions, assignment work, group work, performance, practical and so on. Displaying the use of Habits of Mind.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MH</th>
<th>MERIT CERTIFICATE FOR HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outstanding effort with a homework task and/or consistent high standard of homework. Evidence of the use of Habits of Mind in completing homework.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MB</th>
<th>MERIT CERTIFICATE FOR BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently outstanding behaviour or outstanding effort to modify behaviour.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MU</th>
<th>MERIT CERTIFICATE FOR UNIFORM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently wearing correct full school uniform as per uniform regulations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MCS</th>
<th>MERIT CERTIFICATE FOR COMMUNITY SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contribution to the community life of the College. Examples: care of school environment, participation in or contribution to special school events, assistance with homeroom.</td>
</tr>
</tbody>
</table>

The Merit Award System operates as follows:

36 merit signatures = Bronze merit certificate distributed by Year Coordinator in Homeroom classes
72 merit signatures = **Silver Merit Certificate** distributed by the Year Coordinator at Year Assemblies.

108 merit signatures = **Gold Merit Certificate** and Student of Excellence Badge distributed by Principal / Assistant Principal at school assembly.

A student who receives multiple Gold awards will received special recognition in their final year of school.

**B. The Demerit System**

The Demerit System clearly states behaviours that are unacceptable at Bethany College and the consequences for such behaviours. It is designed to help students clearly identify behaviour that impacts negatively on themselves and others. We would hope that this system will assist students in shaping their future actions. Please note that further consequences will apply depending on the severity of the misbehaviour or where a student is repeatedly being given a demerit for the same unacceptable behaviour.

<table>
<thead>
<tr>
<th>Code</th>
<th>Classwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC</td>
<td>DEMERIT CLASSWORK</td>
</tr>
<tr>
<td></td>
<td>Lateness to class, failure to bring necessary requirements essential for participation in that subject, general lack of application to classwork, non participation in group tasks and so on.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH</td>
<td>DEMERIT HOMEWORK</td>
</tr>
<tr>
<td></td>
<td>Non completion of homework</td>
</tr>
<tr>
<td></td>
<td>Homework not completed to a satisfactory level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>DB</td>
<td>DEMERIT BEHAVIOUR</td>
</tr>
<tr>
<td></td>
<td>Moderate disrespectful behaviour that does not warrant First Level intervention, failure to attend detention or yard duties, use of mobile phone during school time (confiscation still applies as well), using technology not as directed by the teacher, chewing gum and sound players etc., littering the school environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>DU</td>
<td>DEMERIT UNIFORM</td>
</tr>
<tr>
<td></td>
<td>Breach of uniform/ mufti code.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Community Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCS</td>
<td>DEMERIT COMMUNITY SERVICE</td>
</tr>
<tr>
<td></td>
<td>Inappropriate behaviour/ language outside of school, on excursions or at school functions.</td>
</tr>
</tbody>
</table>

The Demerit System operates as follows:

3 demerits in 1 (one) week = 1 hour after school detention on Tuesday between 3.20 and 4.20p.m.

Any further demerits in 1 week or the student shows a pattern of demerits, the student will be referred to their Year Coordinator who will implement the Act Justly Student Management Plan.
### DEMERIT SYSTEM STUDENT RECORD

<table>
<thead>
<tr>
<th>DATE</th>
<th>CODE</th>
<th>TEACHER SIGNATURE</th>
<th>PARENT SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20 mins Yard Duty completed on [ ] and signed off by [ ]

| 7.   |      |                   |                  |
| 8.   |      |                   |                  |
| 9.   |      |                   |                  |
| 10.  |      |                   |                  |
| 11.  |      |                   |                  |
| 12.  |      |                   |                  |

30 minute after school detention completed on [ ] and signed off by [ ]

| 13.  |      |                   |                  |
| 14.  |      |                   |                  |
| 15.  |      |                   |                  |
| 16.  |      |                   |                  |
| 17.  |      |                   |                  |
| 18.  |      |                   |                  |

1 hour after school detention completed on [ ] and signed off by [ ]

You are now at Level One Green

### Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC</td>
<td>Classwork</td>
</tr>
<tr>
<td>DU</td>
<td>Uniform</td>
</tr>
<tr>
<td>DH</td>
<td>Homework</td>
</tr>
<tr>
<td>DCS</td>
<td>Community Service</td>
</tr>
<tr>
<td>DB</td>
<td>Behaviour</td>
</tr>
</tbody>
</table>
4.5 STUDENT MANAGEMENT POLICIES

- Student management focuses on a balance of affirmation and consequence as per the ‘Act Justly’ Student Management Plan.

- All teachers have a shared concern for the conduct and appearance of Bethany girls at all times.

- There are varying degrees of consequences that may be imposed on students. One is Detention.

- Detentions at Bethany College are held on Tuesday afternoons between 3:20-4:20pm. Students can be asked to complete school community service during detention and will spend time reflecting on the reasons for the behaviour. Attendance Detentions are issued for 3 lates in a 10 day cycle and are held on Friday afternoons between 3.20p.m. and 4.20p.m. Failure to attend a detention without valid cause will be referred directly to the Year Co-Ordinator and an additional consequence will be incurred.

- Absences from school should be notified to the College office by parents/guardians on the day that they occur and explained in writing via the student on their first day back at school. Year Coordinators will follow up on any unexplained absences after two consecutive days. Students are encouraged to obtain doctors certificates at all times, but MUST obtain them in the case of missed assessment tasks in Senior School. Absence from whole school functions e.g. Carnivals will be followed up and recorded on student files.

- Students who are late to school MUST report to Student Services via Sentral to obtain a late slip for entry into their classes. A note or return SMS by the parent will validate their reason for lateness. Unexplained lateness will be recorded by the Homeroom teacher and followed up by the Year Coordinator. Three instances of unexplained lateness in a term will incur a 1 hour detention refer to Administration procedures 1.7.7.1

- The student planner must be checked by the Homeroom teacher and followed up if necessary. The diary is for recording homework and teacher - parent communication. If the diary is defaced students can be asked to purchase a new diary at the cost of publication that year.

- Afternoon uniform checks will be carried out by roll teachers and by teachers on bus duty as students leave. Full school uniform is to be worn on arrival to Homeroom and departure from Homeroom. Students maybe withdrawn from classes for repeated breach of the Uniform Code.

- Students must be courteous when traveling to and from school and should not unnecessarily break their journey or loiter in shopping areas. Students for their own safety should avoid walking home through laneways.

- The following items are not to be brought to school by students at any time -
  - Illegal substances
  - Knives and any other dangerous items (scissors)
  - Chewing gum
  - Electronic games
  - Firearms of any kind
  - Any imitation or replica of any firearm
  - Hunting slings, catapults or slingshots
  - Knuckle dusters
  - Studded gloves or sap gloves
  - Blow guns or any other similar device capable of projecting a dart
- Whips of any kind
- Kung fu sticks or nunchaku
- Batons of any type
- Spear guns
- Mace
- Any defence or anti-personnel sprays capable of discharging irritants in liquid, gas or powder form.

4.6 DETENTION

Notify Year Coordinator via Sentral. Year Coordinator will then mark the Detention Register via Sentral Welfare. Options for detention include:

a) Collection of litter from the playground / classrooms
b) Community Service e.g. Cleaning with gloves etc.
c) Assistance with office duties e.g. stapling etc., however these are to be done in the detention room, not in the office and are to be done in silence wherever possible
d) Writing out of the Student Management Policies

4.7 ELECTRONIC DEVICES POLICY

Bethany College acknowledges that the use of electronic devices (mobile phones, ipods etc.) is widely accepted in today’s society. We understand that students’ for reasons of safety outside of school hours, may require to carry a mobile phone.

Conditions of Use
- Electronic devices will remain switched off and not visible during school hours.
- Students are not to send text messages to other devices, take photos or videos during school hours or listen to music in class time, without the explicit instruction of a staff member,
- No responsibility for the loss or damage of electronic devices will be accepted by the College.

Students in breach of any of the above conditions will have their device confiscated. Second offence will be recorded on Sentral and a 1 hour detention issued.

4.8 BETHANY COLLEGE ANTI-BULLYING POLICY

1. PREAMBLE

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers.
It is the goal of Bethany College to promote a safe environment where every individual may grow and develop. Well-articulated, understood and implemented policies and procedures facilitate such a goal and minimise the risk of inappropriate behaviours becoming accepted, tolerated or even endemic.

“…..(Catholic) schools will have as their goal the formation of Christian disciples, with appropriate world view, character and behaviour.” (Catholic Schools at the Crossroads, p14)

The modelling of positive behaviours and anti-bullying strategies in schools has become an important aspect of student learning and parent reporting. It is also necessary for students to be involved in the evaluation of processes, for regular policy review and dialogue at staff level and for easy policy access for parents and the community.

“The goals of anti-bullying initiatives also align with the teaching in schools of socio-moral values such as respect, support/care, cooperation, acceptance or difference and inclusion” (McGrath & Noble, 2003).

2. RATIONALE

The role of Bethany College, in partnership with parents and caregivers, is to nurture young people by providing optimum levels of support in learning, positive interpersonal relationship experiences and social support networks. The culture and atmosphere of our school plays a significant role in students developing a balanced approach to life and learning. With this in mind Bullying behaviour is in conflict with the core values and purpose of a Catholic school. Bullying needs to be recognised, named and addressed to ensure all schools work towards an authentic Christian school culture.

3. AIMS

Being committed to the care and welfare of all our students, Bethany College expects this policy to:

3.1 Counter any views that bullying is an inevitable part of school life.

3.2 Provide a safe, happy and positive learning environment for all our students and staff.

3.3 Create a supportive climate and to break down the code of secrecy that protects the bully.

3.4 Provide suitable counselling services for both the bully and the victim.

3.5 Provide a physical environment which engenders good behavioural patterns.

3.6 Move beyond a crisis management approach to the creation of an environment that is free of abuse.

3.7 Identify bullies within the school.

4. DEFINITIONS

Whilst there is no definitive and universally accepted definition of bullying, the most influential research in the area of what constitutes bullying has been proposed by Olweus (1993):

“…bullying may be defined as a student being exposed, repeatedly and over time, to intentional injury or discomfort inflicted by one or more other students. This may include physical contact, verbal assault, making obscene gestures or facial expressions, and intentionally excluding the student.”

The National Safe Schools Framework (2011) defines bullying as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

“…Bullying is thus conceived largely in behavioural terms, that is, it involves negative actions on the part of the perpetrator.” [Rigby (2006) from Bullying Solutions p.4]
It is important to note that cyber bullying has become a significant area of concern and action in recent years.

Cyber bullying may be defined as:

“……… any form of bullying that utilises technology such as instant messaging, online chat rooms, online bulletin boards and email. In many ways this is a more insidious form of bullying since it may reach into a victim’s home.” In other words, technology now allows the bully to inflict psychological harm on his or her victim anywhere and anytime without respite. (Schools and the Law - Des Butler and Ben Matthews p.46)

The Commonwealth Code sets as an offence the use of a carriage service (such as a mobile or internet) in a way that is menacing, harassing or offensive. The maximum penalty for committing the offence is 3 years imprisonment.

‘Sexting’ is an occurrence that may be considered bullying. Under present legislation perpetrators place themselves in the serious position of making, viewing and or sending inappropriate and unlawful material.

Conflict or fights between students or single incidents are not usually defined as bullying.
5. BULLYING ASSESSMENT

5.1 Identification of Bullying and what it is NOT.

**Interview all students involved in the incident.**
- What happened? How did it start? Did you tell her to stop? Is there anything you did that might have contributed to this happening?
- Where clarification is required by the school the CEO/Police liaison officer should be contacted.

**Was this possibly a crime?**
Was there physical contact or injury, use of a weapon, serious threat of injury, stalking, sexting, loss of property or damage to property?
- Yes
- No

**Was there aggression?**
Physical aggression such as hitting, shoving or threatening injury; verbal aggression such as teasing or name-calling; social aggression such as spreading rumours and shunning; psychological aggression such as inappropriate texting, sexting.
- Yes
- No

**Was there dominance?**
Was the aggressor stronger or dominant over the other? Was one side outnumbered?
- Yes
- No

**Was there persistence?**
Was there more than one incident or did the aggressor fail to stop when asked?
- Yes
- No

**Respond to bullying**
1. Provide appropriate support structures for alleged victim.
2. Discipline aggressor for bullying, based on the seriousness and persistence of the behaviour using procedures from school Pastoral Care Policy.
3. Educate and counsel all students, including bystanders, about bullying.
4. Encourage the aggressor to apologise and state their intention to desist from the unwanted behaviour.
5. Ask all students, ‘What could you do that would keep this from happening again?’
6. Ask all students, ‘Would you let me know if anything like this happens again?’
7. Monitor and follow up to make sure that bullying does not recur.
8. Liaise regularly with Police Liaison Officer.

**Contact the police**
Let them investigate and decide whether a crime has occurred.

**Notify parents**
Generally speaking, let parents of the targeted student know that you have contacted the police. Where appropriate make contact with the parents of the perpetrator.

**Not bullying**
Consider disciplinary/RJ action from school student welfare/pastoral care/discipline procedures.
6. Responsibilities

6.1 The Principal will:
- Develop a shared understanding with staff and community members of bullying behaviour that involves all forms of bullying including cyber bullying.
- Ensure the development, implementation and evaluation of preventative strategies and programs to promote student safety and wellbeing.
- Provide support to any student who has been affected by, engaged in or witnessed bullying behaviour.
- Be responsible for the implementation of the school’s anti-bullying policy and procedures.
- Initiate police support (Police liaison officers) and/or intervention when required.
- Provide regular updates to parents, or caregivers, regarding the management of specific incidents.
- Ensure that an annual communication of the contents of the policy be made to the school community.
- Maintain an ongoing and annual evaluation process of the policy with students, staff and caregivers.
- Monitor student understanding and satisfaction of school processes.
- Identify patterns of bullying behaviour and initiate school action to address them.
- Engage students in the evaluation of anti-bullying processes within the school.

6.2 School staff

All staff members must:
- Be alert for early signs of stress in students.
- Report all incidents or suspected incidents in writing to the relevant Year Coordinator.
- Offer the victim immediate support and help.
- Use all of their students as a positive resource in countering bullying and take the time to discuss the problem in classroom situations and/or assemblies.
- Empower students with the use of consistent behaviour management techniques, positive reinforcement for appropriate behaviour and classroom specific unified language.
- Conduct at least once a year an ‘identify a bully’ survey.
- Ensure that students in Pastoral Care are encouraged to co-operate fully in identifying incidents of bullying of their classmates.
- Enforce the Schools “Hands off Policy”.
- Use of a variety of educational and supportive efforts (e.g., restorative questioning) in response to bullying and the use of, when necessary, negative consequences.

6.3 Students

By constant instruction and affirmation, students are encouraged to become aware that:
- All incidents of bullying must be reported to a trusted teacher or to the student’s Year Coordinator.
- They must support the bully identification initiatives of the Bethany College community.
- Under no circumstances should bullying be allowed to occur; they should never provide an audience by standing by.
- It is a responsibility to encourage victims of bullying to seek assistance.
- Reducing bullying enhances the educational climate and the ability of individuals to perform at their best.
- Playground games and ‘mucking’ around can conceal bullying.
- They can assist friends and other members of their Year group in being safe at school by reporting bullying or intimidation.

6.4 Parents

Parents can make a significant contribution to the achievement of this policy by:
- Watching for signs of distress in their child. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, a loss of equipment, requests for extra pocket money, damaged clothing or bruising, loss of self confidence and self-esteem.
- Taking an active interest in their child’s social life.
- Informing their child’s Year Coordinator, Assistant Principal or Principal, immediately they think their child is a victim of bullying.
- Advising their child to contact a trusted teacher.
- Encouraging their child NOT to hit back or respond verbally.
- Actively listening to their child as they discuss the situation of their friends.
- Spend time listening and provide physical signs of love and affection.
- Attend Parent information nights on the topic of bullying and other well-being issues, when provided.

7. Responses to Bullying

7.1 The response to and/or consequences of bullying are outlined in the Restorative Actions Procedures document depending on the degree of seriousness. The options available may include more than one of the following:
- Initial investigation will occur including a Student Interview with the relevant Year Coordinator, Assistant Principal or Principal.
  - Necessary documentation will occur at this stage including the completion of the relevant initial action tool, and written statements from all major stakeholders.
- Consultation between the Year coordinator and other members of the pastoral team.
- Parental contact by phone, this may also include formal notification through letter.
- Restorative Justice Conference for all major stakeholders.
- Parental Interview.
- Counselling (either by the school counsellor or referral to an external agency).
- Participation in Wellbeing or Social Skills programs.
- Placement within the school discipline system.
  - The severity of the incident will determine the behavioural management response. (records to be stored on school data base) Internal Suspension, External Suspension, Conditional Enrolment.
- Exclusion, investigation of alternative educational options.
- Regular monitoring of all involved by relevant Year coordinator or delegate.
- Police intervention - situations when police intervention is required in cases of bullying (e.g. Possession of weapon, extreme assault) and cyber bullying (e.g.sexting) – see Support Document 4. Advice for Principals (Feb 2012)
8. Anti Bullying Procedures

8.1 Anti-Bullying staff flowchart

1. Disclosure and response
   Student/parent/carer/staff member discloses bullying incident. Staff member responds to the allegations of bullying (where possible) and promotes a safe and supportive environment of support for the victim.

2. Is this Bullying? (use flowchart)
   For high risk concerns notify Principal urgently.

3. Alleged bullying- Initial Action Tool
   Staff member completes Initial Reporting Tool, gathering information and sends a copy to Year Coordinator and/or designated supervisor. Is this life threatening, risk of significant harm and/or criminal behaviour?

   YES or NO

4. Informing Leadership
   Year Coordinator informs designated Leadership personnel of the incident. Case manager appointed to manage this alleged bullying matter (until resolved). This is normally a Year Coordinator but may include senior executive members.

5. Formal information gathering and record keeping
   Case manager (e.g., Year Coordinator) collects from all involved written statements (signed and dated) and/or interviews separately those involved. Case manager consults with Principal (or delegate) who determines recommendations for action e.g., counselling, social skills training, CEO SWAPS team intervention, police liaison officer, disciplinary action.

6. Documentation of the Anti-Bullying Plan
   Case manager records meeting notes, anti-bullying plan and copies to Principal and student file.

7. Monitoring
   Case manager monitors, reviews situation with student(s), staff, parents until resolved.

8. Is the Plan Effective?
   Records placed into student files by case manager.

9. Principal to inform CEO
   Regional Consultant of incidents that invokes suspension or expulsion process or police intervention.
9. **Resources**

- Catholic Education Office - Sydney
  - Pastoral Care document
  - Student Anti Bullying Policy 2013


  - [www.bullying.org/help](http://www.bullying.org/help)
  - [www.nobully.org.nz](http://www.nobully.org.nz)

- Kids Help line: 1800 551 800
- Parent Help line: 13 20 55

- Police Youth Liaison Officer – Judith Piazetta, 9375 8599
- Centacare catholic family welfare services – Ph. 02 6551 3715
- Community Health Ph. 02 6592 9315

- Anti-Bullying Learning & Teaching Resource (ALTER), CEO Wollongong DVD.
  - [http://www.youtube.com/watch?v=EA5C-1N_r1w](http://www.youtube.com/watch?v=EA5C-1N_r1w)
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/carer informed.

Teacher Reporting incident: .................................................................

Student Name: .......................................................... HR Class: ...............

Date of incident: ................................... Time of incident: ..................

Where did the incident occur? Please circle:

On bus transport in playground in classroom outside school other

Who reported the alleged incident? Please circle:

Alleged victim(s) other student(s) Parent/Carer Member of staff Wider school

Identify the nature of the alleged bullying incident: Please tick:

- Written: e.g. graffiti, notes, letters, writing on books, written threats, ridicule through drawings, etc.

- Social: e.g. lying, spreading rumours, playing a nasty joke, mimicking and deliberate exclusion, etc.

- Verbal: e.g. name-calling, insults, threats, severe sarcasm, abusive comments, racist remarks, etc.

- Physical: e.g. pushing, shoving, fighting, tripping, hitting, poking, spitting, etc.

- Cyber: e.g. using technology such as email, mobile phones, chat rooms, social networking sites, etc. to verbally, socially or psychologically bully

- Psychological bullying: e.g. intimidation, manipulation and stalking

- Damage to property: e.g. theft of bags, clothes, money, property, tearing clothes, ripping books, etc.
Bystander: Encouraging others to bully or witnessing bullying without taking affirmative action.

Briefly outline what occurred in the alleged incident:
Bethany College
Alleged Bullying – YC/AP/P Investigation Tool

Student Name: …………………………………………... HR Class: …………………………………

Date of Incident: ………………………………………

Is there concern the alleged incident may have been influenced by any of the following? Please circle:
Race/culture       Disability       Gender       Socio-economic status       Other

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

Please circle: Academic ability       Age       Social status       Strength       Size       Other

Is there evidence that this behaviour is deliberate or planned?

According to the alleged victim has she experienced other or repeated incidences of bullying from the alleged perpetrator? (If yes, please give dates, who was involved, outcomes.)

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

Were there any witnesses? (Identify student names and homerooms)
What do the witnesses to the alleged incident perceive happened?

What effect is the situation having on the alleged victim’s wellbeing including self-esteem, feelings about school, motivation, relationships with peers, physical health, etc?

What is required to resolve this situation now and in the future?

Indicate the investigative procedures carried out. Please tick:

- [ ] Interviewed student(s)
- [ ] Interviewed parents of victim(s)
- [ ] Interviewed parents of alleged perpetrator(s)

After investigation, was the allegation of bullying substantiated? Please circle

Yes / No

If ‘No’, please sign below and place a copy of this bullying Situation Analysis Tool into student(s) file and refer to the school’s Behaviour Management Policy.

If ‘Yes’, please sign below, scan and attach copy of this Bullying Situation Analysis Tool into student(s) Sental file and refer incident to the Year Co-ordinator or Assistant Principal/Principal.

Signed: ................................................. Date: ..........................
Bullying – Survey

Student Name: ___________________________________________

Year Group:_______ Date:_____________________________

1. Have you ever witnessed someone being Bullied by another student? YES / NO (Circle)

2. If YES, who was the Victim?

   ____________________________________________________________

3. Who was the Bully(s)?

   ____________________________________________________________

4. Describe what happened.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. Have you ever been Bullied? YES / NO

6. If YES, who was the Bully(s)?

   ____________________________________________________________

7. Describe what happened?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

School Procedures for Managing Bullying Incidents

It will be important for all members of staff to know who is taking the responsibility for responding to a student who has bullied. There needs to be an explicit line of responsibility that identifies people who can be called on when necessary to become involved with a student who bullies. Four general levels of response are suggested.
Level 1

It is generally agreed, that teachers who confront an incident of bullying (observed or reported) have the initial responsibility for taking positive action using different practices such as assertiveness, restorative questioning and one-to-one discussion. However, when the instance of bullying is severe or when the student continues to engage in bullying behaviour, a teacher needs to know who he/she can speak with about a student who has bullied and who can take follow-up action.

Level 2

At secondary schools, the next level of response after teacher action is to refer the matter to the year level coordinator. This person should have appropriate knowledge and training to be able to offer the teacher additional support for responding to the student who has bullied as well as to intervene directly with the student (as well as target, bystanders) and parents to try to resolve any outstanding issues.

Level 3

When efforts do not produce significant changes to a student’s bullying behaviour, then a more formal referral can be made to the Assistant Principal. Normally, the referral would be accompanied by a form that details the history of the problem (see form “Formal Referral of Student Who has Bullied to Assistant Principal”).

At this level, the Assistant Principal would gather information to formulate a plan of intervention that would be communicated to the student, teacher(s) and parents. For referred students who are functioning at a high level of well-being, achievement and who come from generally supportive school, home and community backgrounds, the plan could involve the use of a behavioural contract, 1:1 social and emotional mentoring (resilience, conflict resolution, empathy training), restorative meetings, restorative conferences and more intensive work with parents. For referred students who are functioning at lower levels of wellbeing (additional emotional and behavioural difficulties), under-achievement, delays in resilience, social skills and values, learning capabilities and who have weaker connections with positive adults and programs in their school, home, and community, individualised, strength-building plans can be developed and implemented.

Level 4

For those students who present with significant mental health problems (e.g., conduct disorder, ADHD) along with bullying behaviour, the Assistant Principal may need to make a referral of the student and her family to the Catholic Education Office, Sydney, an outside community health agency or private mental health practitioner who can offer a greater range of family support services and types of counselling and therapy.
The flowchart below summarises school procedures for responding to a student who bullies:

**Level 1.** If the bullying incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- Teacher use one or more anti-bullying practices (e.g., stopping the bullying/re-statement of rules and consequences, restorative questioning, think time detention, private conference, shared control discussion).
- If the student does not take control over his/her behaviour, a Bullying Incident Report Form should be completed and submitted to Year Level Coordinator.

**Level 2.** If the bullying behaviour continues or in instances of severe bullying behaviour, a referral should be made to the Assistant Principal.

Here, the Assistant Principal may meet with the student to develop a behaviour contract, provide discussion/mentoring of different social and emotional learning competencies including structured learning activities, conduct a restorative conference separately with the perpetrator and “target”.

**Level 3.** For “at risk” students (many risk factors, few protective factors) whose bullying behaviour is severe and for other non-at risk students whose bullying and other aggressive behaviour is resistant to change, an individual “strength building” plan should be developed by the Assistant Principal in consultation with student, parents/carers and teachers.

Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student’s inner social and emotional strengths (skills, values)

**Level 4.** Students whose severe bullying behaviour resist school efforts and represent a significant threat to the safety and wellbeing referred to outside agencies for evaluation.

Assistant Principal will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student’s family.
FORMAL REFERRAL OF STUDENT WHO HAS BULLIED TO ASSISTANT PRINCIPAL

(This form may be completed by a classroom teacher or year level coordinator)

Staff member recording incident______________________________ Date _____ / ____ /____

Position __________________________________________________________

Name of student being referred____________________________ Year/Class ______________________

____________________________

History of incident(s) of bullying (dates, description)

____________________________

________________________________________

Have parents been notified? Have they attended an interview? Are they willing to participate?

____________________________

What appear to be reasons for student’s bullying behaviour (family, peer, school, personal, other)?

____________________________

What practices have been tried? Impact?

____________________________

What has been student’s attitude towards student(s) who have been targets (any concern or remorse expressed)?

____________________________

Brief description of academic performance of student over past year or more

____________________________

Distinguishing ‘at risk’ factors of student (e.g. limited English: economic disadvantage of family; ADHD)
Summary of School-Wide Practices for Responding to Incidents of Bullying

All teachers (staff, administrators) should be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. The following is a summary of practices.

The Importance of Having a Positive Mindset

Confronting students who have bullied requires a high amount of self-control as well as preparation to know what to say and do. The following are important ingredients to having a positive mindset.

“Be Calm” – In order to respond effectively to incidents of bullying, it is very important to be clear thinking and emotionally in control.

“Be Positive” – When confronted with an incident of bullying, have in mind the importance of maintaining a positive relationship with the student. A student is much more likely to modify his/her behaviour if he/she perceives that a teacher cares.

“Be Assertive” – When a student through bullying behaviour violates the right of one or more students to be safe, it is very important that teachers directly and clearly express their thoughts, feelings and expectations concerning the need for the student to not only stop bullying, but also to make restitution with the “target.”

“Be Confident” – While interacting with a student who has bullied another, it is important to have trust in yourself that you will be successful in implementing practices that can have an impact on the student’s future behaviour.

Teacher Practices for Responding to Incidents of Bullying

It is important to be able to choose from options of things to say and do when faced with an incident of bullying. The following list of practices should not be seen as representing, sequential steps but rather are different options. When mild bullying behaviour is beginning to be displayed by a student, the following non-confrontational, indirect influence strategies may be used:

Practice 1. Physical Proximity.
Walk over and stand next to the student while you continue your class.

Practice 2. Non-Verbal Prompting.
Walk past the student and touch student’s papers or gently tap the student’s chair.

Quietly say: “You seem like you are struggling. Can I give you some help or can you handle this?”

Practice 4. Re-Direction.
Change task that student is doing that has immediately preceded the student’s bullying behaviour (e.g., Say: “Rather than finishing reading this article, can you use the computer to find some more references on this topic?”).
Practice 5. Assertive Communication of Zero Tolerance of Bullying with Follow-Up Reminder of school expectations

Intervene immediately in a calm but firm (assertive) way to stop the bullying and reassure the student being bullied that actions will be taken to stop bullying. Remind the perpetrator and consequences of continued bullying behaviour. If the bullying is minor, this practice can be implemented at a later time so that the target of the bullying is not humiliated or embarrassed.


All teachers are asked to monitor the behaviour of the perpetrator and the safety of the target on a school-wide basis. “Safe havens” are identified.

Practice 7. Restorative Questioning.

On the spot, engage the student who has bullied another student in a series of self-reflective, restorative questions (e.g., “How has the person been affected by your behaviour?”) directed at increasing empathy and having the student who bullies take responsibility for making the situation better for the “target” (e.g., “What do you think you need to do to make things right?”).

Practice 8. Think Time Detention.

During recess or lunchtime, student asked to respond to a series of structured questions involving what happened, who was responsible, impact of their behaviour on other student(s) and new, positive behavioural choices reviewed.

Practice 9. Hold a Private Conference.

When a strong positive relationship exists between a teacher and the student who is bullying, a meeting can be organised where the student is asked by the teacher to make changes in her behaviour because of the harm it is doing to another and because of the negative consequences it ultimately has on the student who is bullying.

Practice 10. Expectation Discussion.

Meet with the student and ask student about the school’s rule or expectation about how to treat other people and what she plans to do in the future with regards to the student he/she has bullied.

Practice 11. Shared Control Discussion.

In a discussion, enable the student to choose how she will respond to your request for a cessation of bullying behaviour while being aware of the consequences which her choice will have (e.g., “You can continue to make harmful comments and I’ll make a note in your diary or you can be more respectful and you can stay out of trouble.”).

Practice 12. Hold a Problem Solving Classroom Meeting (‘Circle Time’, ‘No Blame’ conferences)

If classroom meetings are a regular feature of the classroom, a meeting can be held to air opinions and to brainstorm solutions to the problem.
Practice 13. Impose Consequences.

If the bullying behaviour of the student is being repeated – especially after reminders and conferences have not influenced behaviour- impose immediate consequences the “severity” of which suit the nature and frequency of the bullying behaviour.

Practice 14. Parent Involvement (this practice may also be implemented by the Year level coordinator, Assistant Principal or Principal).

Parents/carers of perpetrator are informed of incident of bullying with option of conference and provided with suggestions for how to influence the bullying behaviour of their child.

Student Welfare Practices

When bullying behaviour persists or a serious incident of bullying occurs, the student should be referred to the student welfare/wellbeing coordinator/counsellor who may implement one or more of the following practices.

Behavioural Contract.  Student who has bullied meets with student welfare coordinator to develop a “behaviour contract” that outlines a plan of positive action that helps student move towards acceptable and responsible behaviour.

Social and Emotional Education. Student who has bullied meets with student welfare coordinator who provides social and emotional learning experiences and skill building in empathy, conflict resolution and resilience.

Non-Punitive Problem-Solving Meetings. Problem-solving meetings can be held with the target of bullying as well as the student who has bullied to provide support on the one hand and to develop empathy, resilience and conflict resolution skills on the other hand.

Parent Conferencing. Where the instance of bullying is severe, the Assistant Principal may elect to conduct more in-depth sessions with parents covering different issues (e.g. parent-child relationship) and topics (e.g. discipline strategies).