

St Finbarr's Byron Bay



ST FINBARR'S
Catholic Primary School

Student Welfare Policy 2022

Incorporating Pastoral Care, Behaviour Management and Student Anti-Bullying

As a Catholic school we are guided by the teachings of our Church and the simple ideal of 'Love God, love others.' At St Finbarr's Byron Bay we understand all children are different. They all require help in many forms to enable them to develop to maximum potential. They also require our care and understanding as they grow and change. It is our role to work with parents in supporting students. Change cannot occur in isolation so we must all work together to assist. The role the school takes on is not one of disciplinarian but one of gentle guidance . In order that our Pastoral Care policy can work all parties need to understand their obligations and the

expectations that run in conjunction.

Expectations of school:

- All students attend school in a positive frame of mind.
- All students try their best at all times.
- All students seek appropriate help if they need assistance.
- Parents work with school to provide the best learning environment for the students.

Expectations of students:

- That the school is a safe environment.
- That the school is always positive in their care of students.
- That the school regularly reviews their policy and dialogue with students.
- That the school makes every effort to assist students in need.

Expectations of parents:

- That their children will be safe at school
- That the teachers will work with them to assist the best educational outcome for the students.
- That the school keeps parents informed of any changes required.
- That parents are kept informed about their child.

To allow the school to offer the best to each individual student the following policy has been developed.

St Finbarr's Byron Bay has the following as aspects of its Pastoral Care Policy:

- Counselling
- Additional Needs
- Mandatory Reporting procedures
- Reinforcement of Positive Behaviour
- Behaviour and Restorative Justice
- Awards, Affirmation and Celebration

The aspects of the Pastoral Care plan are all interrelated dependent on specific needs of students.

Each aspect is explained:

Counselling - students experiencing difficulty with an area of their life may be offered counselling. The delivery of counselling may be in a one on one situation or in groups depending on the needs. The selected counsellor facilitates social skills groups, behaviour modification, organizational skills or time to talk to deal with a difficulty (e.g. anger management, grief, etc). This aspect is offered during school hours.

Additional Needs - These students are identified by difficulty in class work or results of testing. Students who are identified may be a funded student, so called because the level of their cognitive ability or a physical/ medical condition has funds allocated to it by Federal funding available through the Catholic Schools Office. They may also be a student who does not qualify for funding but displays a level of attainment below the school's expectations. Some students are also monitored and assisted as they are new to the school and require assistance in attaining a certain level of achievement.

Disability Standards for Education The Disability Standards for Education 2005 (the Standards) clarify the obligations of education and training providers and seek to ensure that students with disability can access and participate in education on the same basis as other students. The Standards were formulated under the Disability Discrimination Act 1992 and came into effect in August 2005.

Mandatory Reporting procedures . In accordance with Child Protection legislation there is a need to maintain mandatory reporting procedures. Should a child be seen to be in any danger or should they report behaviour that is not legal the mandatory reporting procedures need to be enacted. Likewise if any allegation of reportable behaviour is made to the school then the Child Protection legislation will be enacted.

Behaviour If a student is identified as displaying behavioural difficulties they may become part of one of the other Pastoral Care programs. In addition they also have a specific Behaviour Plan. This plan is developed by class teachers, Additional Needs Staff, the Principal and parents. It may contain steps expected in behaviour, choices in dealing with behaviour, assistance in other areas and specific outcomes for continued poor behaviour. A student on a Behaviour plan has the plan explained to them regularly. This plan enables all people who deal with the student in the course of the day to register what has occurred during the lesson. This plan may go home daily for parental feedback. At the conclusion of the Behaviour Monitoring plan a decision is made as to further response.

Restorative Justice/discipline

Definition; *Restorative*: to give back; to repair the harm and rebuild; to reintegrate the person(s) who did the harm; restore a sense of wellbeing and connection.

The philosophy and practice of restorative justice in schools is to promote resilience in both the one who is harmed and the one who causes harm. It is about helping young people become aware of the impact of their behaviour on others through personal accountability and being open to learning from conflict situations *Marist Youth Care, Sydney* (2004).

At St Finbarr's we have a strong emphasis on building healthy relationships. We understand that these relationships sometimes break down and require resolution, forgiveness and healing; we use Restorative Justice practices to resolve these breakdowns. We strive for a student to be self-disciplining; students are encouraged with the assistance of staff to take responsibility for their own learning and behaviour respecting the rights of all to learn and grow. By this we mean that our ultimate aim for any student is to understand the reasons for their misbehaviour and to be able to change this. All students also need to understand that for every action there is a consequence.

St Finbarr's Byron Bay expressly prohibits corporal punishment as a means to discipline children. Similarly we do not sanction the administering of corporal punishment by non- school persons, including parents as a means to enforce discipline.

Police Liaison Officers for St Finbarr's Byron Bay 2022

Name	Contact Details
Senior Constable Nathan Verinder	Tweed Heads 0755069435
Senior Constable Mark Harrison	Tweed Heads 0755069435

St Finbarr's Behaviour Management Plan

Acknowledgment Plan

- Continual praise and encouragement for meeting behaviour expectations (verbal, non-verbal, written)
- Clear outline of students' rights and responsibilities. Eg: Every child has a **right** to be in the class, to contribute to lessons (discussion, questions, bring resources to school), to make use of school resources and to feel secure within the class and school environment. Every child has a **responsibility** to contribute positively to the class environment ...to perform set tasks (completing activities set by teacher), to take on organisational roles (messages, cleaning up after activities, emptying bins etc), to nurture a learning environment (be attentive, help other students, ensure all members have the opportunity to learn.) As part of the Acknowledgment Plan include discussion about personal choices in regard to an individual's behaviour.
- Individual and whole-class rewards (stamps, free time, certificates, fun days, game time, sports activities)
- Sharing work with others – assemblies, principal, other classes, parents.
- Teacher feedback – comments on work, marks, stickers.
- Celebrations – birthdays, outside achievements.

- Teacher & Principal awards.

Crisis Plan

- In situations where a student is non-compliant and/or any student or teacher is in physical danger the Principal will be contacted via the class phone system.
- If the Principal is in class they will be contacted and decide on an appropriate plan of action.
- The school Principal will decide if the child should be removed from the school environment. If suspension from school is implemented, students will have the duration of exclusion and the Restitution Plan clearly explained.

Restitution Plan

- Outline conditions under which the student will be allowed to return to school.
- Involve students in acknowledging and accepting that the poor behaviour was his/her own personal choice. Explain this choice can impact upon themselves and others in a negative way. It can also become a positive thing if a student apologises and refrains from making poor behaviour choices upon returning to school.
- Implement a system of monitoring behaviour upon the student's return.
- Reward good behaviour recorded on Behaviour Plan.
- Implement Correction Plan or Crisis Plan again if necessary.

Support Plan

- Discuss effectiveness of plan with other teachers. Amend if necessary.
- Update and change Behaviour Plans frequently.
- Utilise specialists for counselling and one-to-one sessions.
- Utilise Teacher's Aides for individual students as the need arises.
- Keep open communication between Class Teacher, Principal, Additional Needs Teacher and Parents.
- Involve Regional Additional Needs Officers when necessary

St Finbarr's Byron Bay Anti-Bullying Policy

Statement of school policy

At St Finbarr's Byron Bay the dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. Consequently, the principle that the person is made in the image and likeness of God, is central to the mission of our parish school. This policy identifies the interconnectedness of the characteristics of quality Catholic learning and teaching and is intended to value, respect and promote the self-esteem and dignity of each student. The school will actively promote anti-bullying messages alerting students and staff of the need to be vigilant.

Scope of the policy

It is essential that we create and maintain a respectful, safe and supportive learning environment that promotes student wellbeing and enables the school to engage a diverse range of learners including those with a disability.

This Anti-Bullying policy supports the school's Mission and Vision Statements and Catholic Education in the Diocese of Lismore, Foundational Beliefs and Practices-*The Essential Framework*.

The Diocesan approved poster resource is included in this policy, Nine Elements for a Parish School Approach to Wellbeing and is based on the National Safe Schools Framework. This poster helps to locate bullying issues within a wider pastoral care context.

This policy covers the bullying of students with disabilities. Disabled children and young people enrolled at St Finbarr's school need:

- To know they have the right to be safe from bullying. They need to know what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying
- To be involved in the development and review of school anti-bullying policies
- All children and young people need to know what to do to help stop a disabled child or disabled young person being bullied

At St Finbarr's we expect that learning technologies are used ethically and responsibly in the school environment, so that communication is respectful and human dignity valued. The

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

All members of this school community are expected to prevent and challenge such actions in order to build respectful relationships that respond effectively and sensitively to the needs of each student.

Context

At St Finbarr's school we define bullying as:

A pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student by someone with more power and is intended to cause harm, distress and/or create fear. Bullying of any form or for any reason can have long-term physical and psychological effects on those involved, including bystanders.

Bullying may be carried out overtly (e.g. face – to – face) or covertly (e.g. through repeated social exclusion or via technology). It is a sub-category of aggression and is different to, but also related to, harassment and violence. It is not the same as conflict or social dislike even though, in some cases, the outcome of both can be bullying.

The different types of bullying identified by the National Safe Schools Framework (NSSF) include:

Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.

Covert bullying (sometimes referred to as indirect bullying) is a subtle type of non-physical bullying which isn't easily seen by others and is conducted out of sight, and often unacknowledged by adults.

Cyber-bullying occurs through the use of information or communication technologies such as Instant Messaging, text messages, email and social networking sites. Cyber-bullying involves the use of any information and communication technology involving deliberate, isolated or repeatedly hostile behaviour by an individual or group, that is intended to harm others or is undertaken recklessly, without concern for its impact on others. By virtue of its nature, technology facilitates repeated access to harmful content. It has many similarities

with offline bullying but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience and the sent or uploaded material can be difficult to remove.

Most students who cyberbully also bully off-line. It is now recognised that many forms of covert bullying appear to have significant potential for serious harm.

This definition refers to the use of digital technologies which are very much a part of life and learning, because they offer such a wide range of tools and platforms for social and educational engagement. However, the risks of the digital environment must be acknowledged and constantly addressed. Being cyber safe and acting ethically when using electronic communications is the responsibility of all members of this school community.

At St Finbarr's school a conflict between equals and single incidents are not defined as bullying although, of course, such incidents will require intervention by the school and are treated as serious.

Duty of Care at St Finbarr's school

Staff at this school must be aware of the possibility of bullying and take action to prevent bullying if it is reasonably foreseeable.

The school will take reasonable action to develop plans and implement programs aimed at deterring bullying activities. At St Finbarr's school the following anti-bullying plans and programs are mandatory:

- 1 Class lessons
- 2 Assembly reminders
- 3 Mandatory reporting to Principal

Our Duty of Care means this Anti-Bullying Policy and Procedures is disseminated as appropriate to members of the school community in both digital form on our web and in hard copy school policy documents.

If a serious criminal offense has been identified we will report this to the police. This is the principal's responsibility. Teachers are to contact the principal immediately when conduct such as stalking, destruction of property, threats to inflict serious injury and/or kill, physical and sexual assault, offensive behaviour, discrimination, cyber stalking, defamation, breach of privacy, hacking, sexting and creating or possessing and/or disseminating child pornography are brought to their attention. .

Teachers must be aware that in many instances, cyber-bullying can constitute criminal conduct, especially when the behaviour is seriously threatening, harassing or intimidating.

Cyber bullying and highly inappropriate use of technology could include: child pornography, fraud, impersonation, or sending words or images that cause offence, distress, menace or threaten.

Our Duty of Care with bullying and related matters may in certain circumstances extend past the school hours of instruction. If unacceptable behaviour occurs that has a close nexus with the school or with the wellbeing of a child educated at the school but occurs outside school hours, off-site or through the use of a student's personal mobile devices and/or computer, we may still have an obligation to respond.

Therefore at St Finbarr's school if staff become aware of such a circumstance they are obliged to bring the matter to the attention of the principal.

At St Finbarr's school we

- Use an Anti-Bullying Response Pathway when we become aware of incidents. The Pathway assists with a regulated and thorough response.
- Will implement an anti-Bullying Action Plan as part of the Response Pathway.
- Will keep a written record of any bullying investigation.
- Want students, staff and parent/carers to report bullying and cyber-bullying to the class teacher or directly to the principal.
- Will investigate complaints of bullying and cyber-bullying in a manner that respects the dignity and privacy of those involved.
- Will appoint a nominated person to co-ordinate strategies for the resolution of specific bullying incidents reported in this school.
- Will notify parent/carers of bullying incidents involving your children.
- Will notify the Police Youth Liaison Officer if the bullying situation has involved violence, threat of harm or alleged criminal conduct.
- Will maintain records of bullying incidents and related interventions in accordance with the Catholic Schools Office Compliance manual. At our school this written record is maintained by the Principal. As a staff we will review the record at regular intervals to see if any patterns are emerging.
- Will survey students at least once a year on various matters and include questions about bullying, cyber bullying, safety and wellbeing.
- Will regularly review and evaluate this anti-bullying policy and the responsible use of technology procedures to ensure they are working effectively.

- Will involve parents in this review through communication at Parent Forum meetings.
- Will purchase Anti-Bullying resources and support material for students, staff and parents and ensure easy access to this material for all staff, parents and students.

Responsibilities: Staff

Staff at St Finbarr's school aim to treat all members of the school community with dignity and respect and:

- Implement the student anti-bullying and responsible use of technology procedures by responding promptly and appropriately to reported incidents of bullying.
- Support the student anti-bullying and responsible use of technology procedures through positive modelling and the promotion of appropriate behaviour.
- Access professional learning to support appropriate anti-bullying responses which could include cyber safety, restorative justice practices, mediation and developing social skills in students. Such opportunities are made available to staff on the same basis as other professional learning.
- Support all aspects of related school policies.
- Remain vigilant in how students are using technology.
- Embed critical thinking, values clarification, respectful relationships and developing empathy into our teaching practice.
- Respond to bullying and cyber-bullying concerns by providing age appropriate guidance and boundaries so that students can learn to self-regulate.

Responsibilities: Students

Students have responsibilities as well. The staff at St Finbarr's school will encourage and support students to:

- Follow the anti-bullying and responsible use of technology procedures. Assist students from to understand what their signature means on use of technology documents.
- Immediately seek help from a trusted adult if they are aware of or involved in a bullying or cyberbullying incident.
- Seek support if bullied and refrain from retaliating in any bullying incident.

- Understand that any social networking site that identifies the school by name or image or implication is part of the school environment.
- In age appropriate circumstances the student should keep evidence of alleged bullying and produce it on request (for example phone text messages).

Responsibilities: Parent/Carers

Parents / carers have responsibilities as well. At St Finbarr's school we will:

- Ensure parents understand the School Enrolment Application Form inclusions on anti-bullying by discussing this in relevant parent forums.
- Request that parents notify the school promptly of all bullying situations involving their children.
- Remind parents about the need to reinforce the school messages in the proper use of technology to help children grow into ethical and responsible digital citizens.
- Encourage parents to report serious matters of out-of-school hours bullying and cyber-bullying to the Police or other appropriate authority (such as the Internet Service Provider) and, as relevant, to the school.
- Ask parents to contact the school immediately through the class teacher or directly through the principal if they know of any bullying incident.

LIST OF APPENDICES AVAILABLE

Appendix A: Anti-Bullying Response All Schools

Appendix B: School Anti-Bullying Action Plan

Appendix C: Bullying Record Keeping and Investigation

Appendix D: Policy Review Tool

Appendix E: Nine Elements for a Parish School approach to Wellbeing

POLICY DATES

March 2022 **Adopted**

Reviewed March 2023

POLICY AUTHORISATION

Tim Bleakley

Principal