



ST MARY'S CATHOLIC COLLEGE
CASINO

ANTI-BULLYING POLICY

CONTENTS

- Rationale*
- Statement of College Policy*
- What is Bullying?*
- Policy Aims*
- Guidelines for Addressing Bullying*
- College Procedures for Addressing Bullying*
- College Procedures for Managing Bullying Incidents*
- Possible Courses of Action*
- Appendices:*
 - *A: Behaviour Management Process*
 - *B: Anti-Bullying Response Pathway*
 - *C: Anti-Bullying Action Plan – Headings*
 - *D: Bullying Record Keeping and Investigation Tool*
 - *E: Policy Review Tool*
 - *F: Nine Elements for a Parish School Approach to Wellbeing*

St MARY'S CATHOLIC COLLEGE, CASINO

Anti-Bullying Policy



RATIONALE

St Mary's Catholic College actively seeks to provide students with a stimulating learning environment that is safe. It is a fundamental right of everyone in our College community to feel safe. It is the right of everyone to be able to come to our school each day without fear of being intimidated, humiliated or threatened verbally or physically with harm. Bullying denies this right to members of our college community and as such, bullying is not accepted in our school.

St Mary's Catholic College holds the following expectations of all members of our College community:

We behave, speak and treat one another in respectful ways.

We understand that everyone is different, and we respect those differences.

We look out for one another, and offer our support when others need our help.

This policy outlines the responsibilities of all staff and students and how parents can assist, to ensure that our school is beyond bullying and safe for everyone.

STATEMENT OF COLLEGE POLICY

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

WHAT IS BULLYING?

Bullying is made up of behaviours intended to deliberately hurt, threaten, frighten or exclude someone by physical and non-physical means over extended periods of

time. An individual or group may direct these behaviours towards another individual or group.

Someone is bullying another person when:

- They *repeatedly* verbally abuse a person or group by calling them unpleasant names, by directing nasty notes and/or messages at them or by using unpleasant gestures.
- They *repeatedly* physically harm a person or group or physically intimidate them by threatening physical harm or by destroying/taking their belongings without permission.
- They *repeatedly* encourage their friends or people they know to verbally or physically threaten a person or group; or ask them to harass, embarrass, ignore or exclude that person or group from activities.

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 is also seen as bullying behaviour. 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.

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.

Most students who cyber bully also bully off-line. It is now recognised that many forms of covert bullying appear to have significant potential for serious harm. Bullying may take one, two or all of these forms. Repeatedly means that they do these things to that person or group the majority of the time they talk about them see them or spend time around them.

At St Mary's Catholic College, 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.

Research has shown that bullying has negative, long-term consequences for all involved.

Such consequences include:

- *For victims - constant feelings of rejection, low self-regard, fear, an inability to solve problems with others in acceptable ways, relationship difficulties, and problems with achieving full potential academically and socially;*
- *For bullies - an increased risk of dropping out of school, depression or psychological distress, criminal behaviour and substance abuse from an early age.*

As such, bullying behaviours have no place at this school.

POLICY AIMS

This policy aims to ensure:

- Our school is a secure and safe environment free from threat, harassment, and intimidation;
- Teachers, students and parents are aware of and encouraged to implement positive strategies to prevent and address school bullying;
- Teachers, parents and students are knowledgeable about the nature, causes and consequences of bullying and the procedures that have been set in place to address bullying episodes in this school;

- Teachers, parents and students are committed to collaborate on maintaining a bully-free environment;
- Students are taught pro social peer interaction skills, conflict resolution skills, and are encouraged to and positively reinforced for interacting with members of the college community in a positive manner; and
- Teachers are aware of their role in fostering the knowledge and attitudes, which will be required to achieve the above aims.

GUIDELINES FOR ADDRESSING BULLYING

This College will address all bullying acts in a serious manner. Those who carry out bullying will be given every opportunity to change their behaviour and reflect on the consequences of their actions on others and choose more acceptable ways of behaving. Everyone in our College will play a part in reducing and preventing bullying.

"The standard you walk past is the standard you accept." Lt Gen David Morrison (2013)

Staff Responsibilities

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 offence 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 Mary's Catholic College if staff members become aware of such a circumstance they are obliged to bring the matter to the attention of the principal.

Staff of St Mary's Catholic College should endeavour to:

- Model positive relationships in their day to day dealings with members of the school and model pro social ways of resolving disputes;
- Positively reinforce students for behaving in an appropriate pro social manner;
- Be knowledgeable about and educate students about the nature, causes and consequences of bullying and the procedures that have been set in place to address bullying episodes in this school;
- Respond immediately, decisively, and consistently to cases of bullying brought to their attention by students, parents and/or colleagues;
- Respond to early signs of distress in students. These early signs can include an unusual lack of concentration or inappropriate behaviours such as aggressive behaviour outbursts and poor class or school attendance;
- Seek advice and support from colleagues when unsure as to how to respond to and address specific bullying incidents; and
- Encourage students to report situations of bullying by: listening carefully and avoiding giving judgements when reports are made, and remaining calm and understanding of the student's/parent's/colleague's concern, all the while being aware of the need to fill out the initial bullying report form.
- Use an Anti-Bullying Response Pathway when we become aware of incidents. The Pathway assists with a regulated and thorough response. (Appendix B)
- Implement an anti-Bullying Action Plan as part of the Response Pathway. (Appendix C)
- Keep a written record of any bullying investigation. (Appendix D)
- Encourage students, staff and parent/carers to report bullying and cyber-bullying to the class teacher or directly to the principal.
- Investigate complaints of bullying and cyber-bullying in a manner that respects the dignity and privacy of those involved.
- Appoint a nominated person to co-ordinate strategies for the resolution of specific bullying incidents reported in this school.
- Notify parent/carers of bullying incidents involving your children.
- Notify the Police Youth Liaison Officer if the bullying situation has involved violence, threat of harm or alleged criminal conduct.
- 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 Stage Coordinators and overseen by the Assistant Principal. As a staff we will review the record at regular intervals to see if any patterns are emerging.
- Survey students at least twice a year on various matters and include questions about bullying, cyber bullying, safety and wellbeing.
- Regularly review and evaluate this anti-bullying policy and the responsible use of technology procedures to ensure they are working effectively. (Appendix E)
- Involve parents in this review through communication at Parent Forum and Parents and Friends Association meetings.
- 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.

Student Responsibilities

A strong anti-bullying stance by students contributes in a major way to making the school a safe place. For this reason our College expects all students to:

- Contribute to a safe learning environment by being respectful of others;
- Positively interact with members of the College community in their day to day dealings and resolve disputes in pro-social ways;
- Be knowledgeable about the nature, causes and consequences of bullying, strategies for preventing and addressing bullying, and the procedures that have been set in place to address bullying episodes in this College;
- Be aware that bullies rely on other people not to do or say anything to anyone about their behaviour towards others so it is important to address bullying by offering to help the victim of the bully, or being vocal or ignoring bullies to show disapproval of bullying, and reporting bullying incidents to teachers;
- Watch for early signs of distress in other students such as temper, outbursts, cutting school/class or crying without apparent reason and seek support and advice to help them; and
- Reporting all bullying incidents to a trusted adult so that all incidents of bullying can be addressed seriously by staff at St Mary's Catholic College.
- Make use of the College Bullying Survey that is found on the Moodle site in the 'Student Zone'. This is constantly monitored by the Assistant Principal and Stage Coordinators.
- Follow the anti-bullying and responsible use of technology procedures. Assist students from Years 5 to 12 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 cyber-bullying 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).

Parent Assistance

Bullying can best be dealt with a community approach this is why our College encourages parents to:

- Be knowledgeable about the nature, causes and consequences of bullying and the procedures that have been set in place to address bullying episodes in this school;
- Encourage children to interact positively with other people in their day to day dealings and enact pro-social ways of resolving disputes;

- Positively reinforce children for behaving in an appropriate pro social manner;
- Inform their children about effective strategies for dealing with bullying (e.g. the need to inform a teacher and seek assistance if they are experiencing bullying at school, the importance of not responding aggressively to bullies as this can serve to intensify aggression);
- Watch for warning signs such as: physical injuries, such as bruises; repeatedly losing possessions; reluctance to go to school or talk about school; altered sleep patterns; mood swings; changes in personality; few if any friends; lack of interest in life or unexplained health problems;
- Contact their child's Stage / Year Coordinator or Homeroom Teacher as early as possible if they suspect their child is being bullied or is bullying other children;
- Allow the school to investigate and manage the situation and be aware it is not appropriate for parents to approach alleged bullies or victims; and
- Discuss bullying incidents with the College to discuss the strategies the College is using to address a specific bullying incident and consult with parents as to how they may be able to assist us to resolve the situation.
- 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.

SCHOOL PROCEDURES FOR ADDRESSING BULLYING

This policy is designed to use a whole-school approach whereby teachers, parents and students are actively involved in implementing this policy by working together to address and prevent bullying.

The Role of Teachers

Teachers at St Mary's Catholic College will:

- Reinforce students' positive peer interactions in the classroom and playground;
- Vigilantly monitor and proactively address bullying incidents according to the College's management procedures;
- Develop and implement a sequence of focussed curriculum activities that genuinely educate students about the nature, causes and consequences of bullying and successful strategies for preventing and addressing bullying in the school context; and

- Implement perspectives across Key Learning Areas to create a highly visible program and actively engage students in promoting a positive school climate with zero reinforcement and tolerance of bullying behaviours.

Parent Education

Parental support is crucial. The school will provide parents with information about:

- The rationale for addressing school bullying and foster their involvement and support;
- The nature, causes and consequences of bullying for victims, bullies and bystanders;
- Successful strategies for encouraging their children to prevent and assist in addressing bullying in the school context;
- The school policy for managing bullying incidents; and
- How they can assist their child to support the school policy.

Educating Students

Students in our College are actively engaged in creating and shaping a positive school-environment. This is achieved by educating students about:

- The nature, causes and consequences of bullying;
- Self-control strategies;
- Target avoidance skills and resilience;
- Positive peer interaction skills;
- Avoiding reinforcing bullying behaviours;
- The importance of reporting bullying incidents to teachers;
- Where they can seek assistance;
- Strategies they can implement to constantly promote a positive school climate; and
- School procedures for addressing suspected bullying incidents.

PROCEDURES FOR MANAGING BULLYING INCIDENTS

All suspected bullying incidents will be taken seriously and investigated fully. This policy includes the following management procedures (see Appendix A).

First Incident

When teachers witness a bullying incident or have an incident reported to them, if it is a first offence the incident will be treated in a serious manner and the following procedures will be undertaken to address the situation immediately and decisively.

- Ensure it is a bullying issue by asking if the incident witnessed has been ongoing.
- If it is not bullying, refer the student to the relevant Stage Coordinator to issue a detention to student/s if the incident was breaking the “Hands-Off Policy.”
- If the incident was bullying **it is the responsibility of every teacher** to;
 - Investigate the facts
 - Interview the students involved individually
 - Fill in the **details on RISC**
 - Arrange a date in two weeks’ time to meet with the students involved
 - At the follow up meeting, if you are satisfied that the students involved are reconciled, congratulate them
 - Keep a record of the follow up meeting
 - Inform the Stage Coordinator of the outcome of the follow up meeting

Repeat Incidents

If the incident is based on a repeat bullying offence, teachers will:

- Refer the matter immediately to the relevant Stage Coordinator

The Role of the Stage Coordinator

Stage Coordinators will:

- Keep records and refer to RISC documentation so that repeat offenders can be readily identified;
- Identify in liaison with teachers reporting incidents, appropriate courses of action in the context of the seriousness of the issue and previous reported incidents;
- Regularly monitor the College Bullying Survey (that is conducted twice a year but open constantly for student use) and interview students at risk.

In the case of repeat incidents;

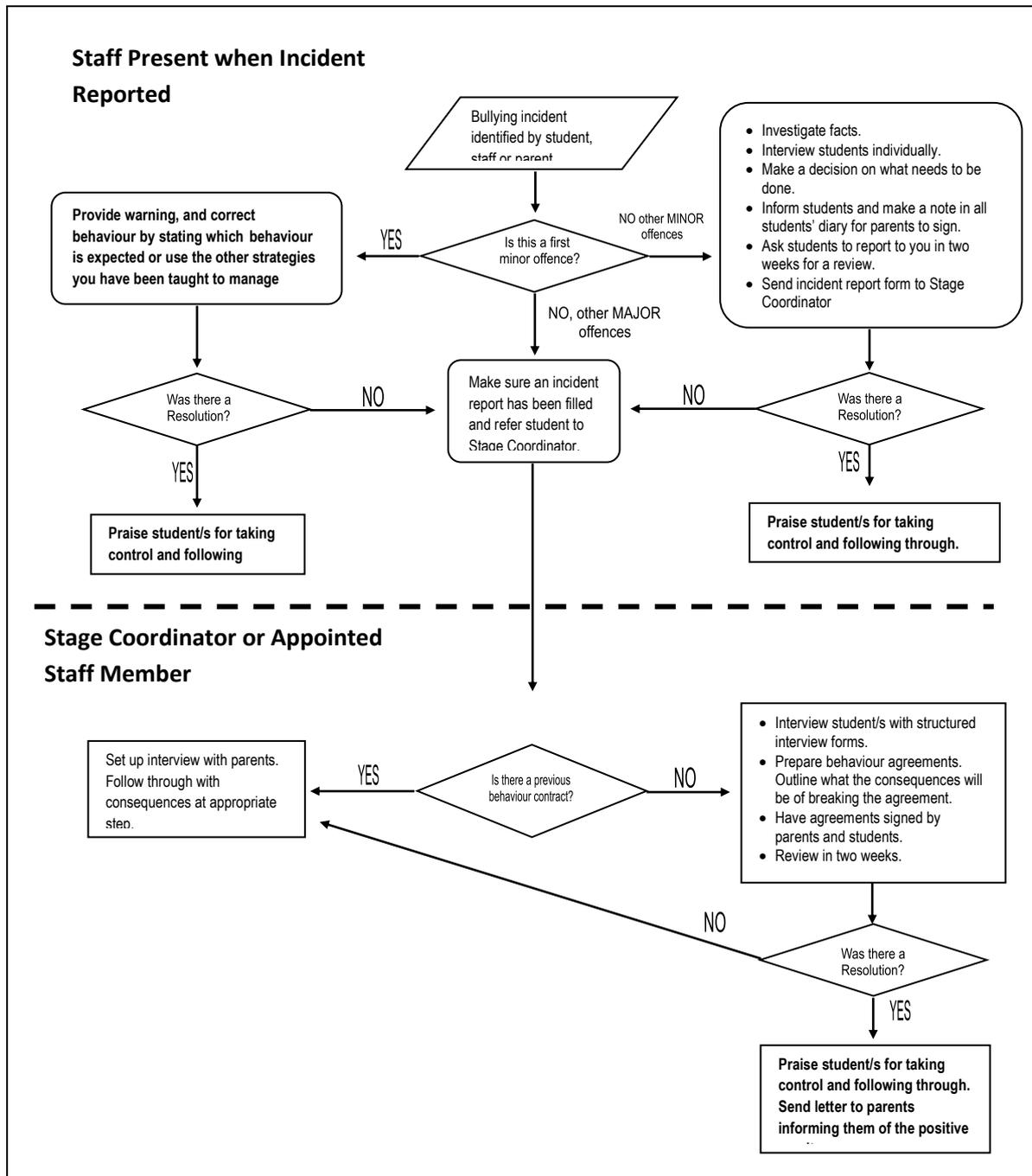
- Interview students involved individually;
- Inform parents of students involved
- Interview parents to:
 - Discuss the incident and courses of action needed
 - Implement the courses of action discussed
 - Inform parents that the enrolment of the bully will be reviewed
- Constantly monitor both the bully and the target
- Keep a record of the interview and record the interview on RISC
- If the matter is resolved, praise the students for addressing the situation and advise parents of the positive results;
- If the matter is not resolved, refer the bully to the Assistant Principal

POSSIBLE COURSES OF ACTION

Bullying at our College is addressed according to the seriousness and nature of the incident. Addressing bullying incidents may result in:

- Students being required to reflect on their behaviour during lunch in a school location supervised by teachers;
- Students being required to reflect on their behaviour (as above) and Stage Coordinators notifying parents to seek their support to address the issue;
- Students being required to reflect on their behaviour and the Stage Coordinator or other executive staff meeting with parents to discuss how they can assist to address the issue;
- Students being required to undertake the 'Restorative Justice' procedure in consultation with the victim and their parents;
- Exclusion from regular classes to undertake a series of activities designed to assist students to help themselves to address their behaviour and the Stage Coordinator or other executive staff meeting with parents to discuss how they can assist to address the issue;
- Meeting with parents to discuss the need to refer the matter to professionals for assessment and intervention; and
- Exclusion from school if the behaviour persists.

Bullying Management Process



Bullying Management Process

Anti-Bullying Response Pathway

1. Policy Access and awareness

Policy on the schools website; articles and resources on bullying made available through newsletter and other means.

2. Initial disclosure made, first response

School becomes aware of an incident involving possible bullying. Physical contact stopped (if this involves physical action). Safe environment established for the victim.

3. Life threatening incident or Risk of Significant Harm involved?

Yes Go to Point 6 below

No Go to Point 4 below

4. Information gathered on Bullying Record Keeping and Investigation form

Completed by staff member - copy to principal. Pay attention to repeated offences, intent to harm, imbalance of power.

5. Is this bullying?

Yes Go to Point 6 below

No Go to behaviour management as per school policy

6. Informing appropriate personnel

Principal informs relevant staff (teacher, leadership team etc).

7. Formal information gathering

Principal or delegate collects statements from interviews. Investigation Form contains advice.

8. Case Management instituted by principal ('nominated person')

Anti-bullying plan adopted (see Appendix B). Principal and senior staff agree on a written anti-bullying action plan to stop the bullying. Includes support for the victim. Parents of victim involved. In secondary schools the Pastoral Care Coordinator or Year Coordinator will be involved and may be the 'nominated person'.

9. Situation monitored

'Nominated person' reports as required in the anti-bullying action plan to principal or delegate.

10. Review of plan's effectiveness

Has the plan and the actions stopped the bullying?

Yes All records retained, monitoring continues at a lower level.

No Matter referred to the school's Education Consultant. Education Consultant discusses response with Assistant Director – Education Services. School principal involved. Plan may be modified, additional support may be offered, suspension and or expulsion may be considered or police may be involved.

Appendix C

Anti-Bullying Action Plan - Headings

- Specific to each situation or person.
- Based on addressing issues identified in the Investigation Form.
- Includes parent involvement and agreement, signatures required.
- Role of the 'Nominated Person' clearly outlined. Their role in monitoring, assisting and addressing the bullying clearly listed in the plan.
- Roles of supporting staff clearly outlined.
- Various support measures for victim listed (counselling, peer support, teacher contact, safe zones etc).
- Monitoring mechanisms outlined.
- Sanctions and restrictions for the perpetrator(s) listed.
- Strategies for the bully listed (behaviour plan, assistance with empathy, counselling, family support, lunch restrictions etc)
- Class teacher or Stage Coordinator's supporting role.
- First and second review points (actual date) indicated. Convened by the 'Nominated Person'.

Appendix D

Bullying Record Keeping and Investigation Tool

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/carers informed.

Directions:

The Bullying Record Keeping and Investigation Tool is to be used when an alleged bullying incident is reported. This document is to be confidentially maintained in accordance with the National Catholic Education Commission and National Council of Independent Schools' Associations Privacy Compliance Manual, December 2011. Upon completion, the Bullying Record Keeping and Investigation Tool is to be filed in the appropriate student records and the incident entered into the *electronic database*.

School: _____

Investigating Teacher: _____

Name / Homeroom of Students Involved: _____

Date/Time of Incident: _____

Is the incident life threatening or is the target a high-risk concern?

If Yes, immediately inform the principal, and as appropriate:

Seek medical assistance	Inform parent/carers	Contact the police and/or school liaison police	Inform the Child Protection Helpline	Inform the Assistant Director, School Resources Services, CSO
-------------------------	----------------------	---	--------------------------------------	---

Documentation of the incident is also required, using the school's database.

If the incident is not life threatening or the child is not a high-risk concern continue completing this document.

If additional sheets are necessary, print the appropriate sections and attach to this form.

Where did the incident occur? Please circle:

On bus/transport	In playground	In classroom	Outside school	Other
------------------	---------------	--------------	----------------	-------

Who reported the alleged incident? Please circle:

The alleged victim(s)	Other student(s)	Parent/carers	Member of staff	Member of wider school community	Other
-----------------------	------------------	---------------	-----------------	----------------------------------	-------

Describe the incident:

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

Written

eg graffiti, notes, letters, writing on books, written threats, ridicule through drawings etc

Social

eg lying, spreading rumours, playing a nasty joke, mimicking and deliberate exclusion etc

Verbal

eg name calling, insults, threats, severe sarcasm, abusive comments, racist remarks etc

Physical

eg pushing, shoving, fighting, tripping, hitting, poking, spitting etc

Cyber

eg using technology such as email, mobile phones, chat rooms, social networking sites etc to verbally, socially or psychologically bully

Psychological bullying

eg intimidation, manipulation and stalking

Damage to property

eg theft of bags, clothes, money, property, tearing clothes, ripping books etc

Accessory

A person who is able to help the target, who joins the bullying either willingly or inadvertently

Bystander

Encouraging others to bully or deliberately witnessing bullying without taking affirmative action

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 was deliberate or planned?

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

Does the alleged target fear for their safety or for their property?

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 any relevant background/history to this alleged incident?

What effect is the situation having on the alleged target's wellbeing including self-esteem, physical health, relationships with peers, ability to learn, absenteeism etc?

Were there any witnesses to this incident: (Identify student names and homerooms)

Description of the incident, according to the witness:

Did this student play an active role in the incident?

Indicate other investigative procedures carried out. Please circle:

Interviewed parents of alleged target(s) Date/Time:	Interviewed parents of alleged perpetrators(s) Date/time:	Interviewed parents of witnesses/bystanders/accessories Date/time:
---	---	--

Annotations on interview with parents:

After investigation, was the allegation of bullying confirmed?

Yes / No

If **'No'**, please sign below and place a copy of this document into student(s) file and refer to schools' Behaviour Management Policy as required.

If **'Yes'**, please sign below, place copy of this document into student(s) file and refer incident to the Year Coordinator, Principal or Principal's delegate, with a copy of Guidelines for Case Management (MSPEC).

Signed: _____ Date: _____

Appendix E Policy Review Tool

Plan/Policy:

Reviewed by:

Date:

KEY QUESTIONS	RESPONSES	ACTIONS
Has the plan/policy clearly identified the issue it will address?		
Does the plan/policy clearly state procedures for how to respond to the issue?		
How have the plan/policy and procedures been widely disseminated to all members of the school community?		
Have there been any recent changes to Church documents affecting the plan/policy?		
Have there been any recent changes to Federal and/or State legislation affecting the plan/policy?		
Which key diocesan policies, strategies and priorities are relevant to and have been consulted within the plan/policy?		
How does the policy/plan reflect the vision and mission of our school?		

KEY QUESTIONS	RESPONSES	ACTIONS
Is there recent and relevant research affecting the plan/policy that needs to be included?		
What current data has been collected to inform the plan/policy?		
Have there been any significant events within the school affecting the plan/policy since the last review?		
Have there been any significant changes to the student population affecting plan/policy since the last review?		
What are the key trends that affect this school community?		
How does the plan/policy take into account the views of the people it will affect?		
How have new staff been informed of this plan/policy?		
When will the plan/policy be next reviewed?		

Appendix F

Nine Elements for a Parish School Approach to Wellbeing

nine elements for a parish school approach to wellbeing



Worship:	Community:	Service:	Witness:	Evangelisation:
the authentic identity of the parish school is most fully shown when it celebrates the Eucharist gathered around the altar of its parish church	'...for where two or three are gathered in my name I am there among them.' Matthew 18:20	'I am among you as the one who serves.' Luke 2:27	the witness of early Christians to the love of Christ, shown in their love for the poor, their care for the weak and respect for human life was evident to all	the call to faith and discipleship should flow through every aspect of life in the parish school

The person of Jesus Christ stands at the heart of Catholic Education. The Apostle's Creed is the faithful summary of our common and life-giving faith.

Supporting the Foundational Beliefs and Practices – the Essential Framework

References: - Creating a Future Full of Hope - A Statement of Strategic Intent for Catholic Education in the Diocese of Lismore 2010-2014 - National Safe schools Framework