Our Lady Star of the Sea
Catholic Primary School
Ocean Grove

PASTORAL CARE POLICY

VISION STATEMENT

Inspired by Mary and guided by our faith in her Son, Jesus, we aspire to be a respectful, nurturing and engaging learning community. (August 2011)

Scripture Reference: "I have come so that you may have life and have it to the full."
John 10:10

PASTORAL CARE DOCUMENT

Pastoral Care permeates the total climate of relationships within the Catholic school. It has the individual as its focus and reflects the support, the encouragement, and the tender care shown and experienced in the ethos of Gospel based communities.

A fundamental belief for Catholic schools is that in Jesus is seen God's image and likeness in its human expression, and that Jesus' values and teachings show all people 'the way, the truth and the life' (John 14:6). In accordance with this belief, values to be promoted within a Catholic school's understanding and practice of pastoral care include love, respect, compassion, tolerance, forgiveness, repentance, reconciliation and justice.

"All Members May Be Concerned For One Another…"
(Corinthians 12: 25-27)

RATIONALE

At Our Lady Star of the Sea School our Pastoral Care Policy guides us in implementing ways of presenting and living the Gospel values. It defines the formal support structures, which reflect our concept of Pastoral Care in relation to the children, the parents and the staff.

As Pastoral care is primarily about relationships we focus on creating good relationships within the school community through both the formal and informal interaction that takes place and upon developing the pastoral activities that occur. Our policy informs members of the school community of their roles in this area and takes into account the available time, resources and personnel.

Through the aims and application of this document we present a unified approach to promoting the pastoral care ethos of our school.

IMPLICATIONS FOR IMPLEMENTATION

This Pastoral Care Policy involves all community groups within our school:
- Students
- Clergy
- Administrators
- Teachers
- Parents/families

It will pervade all facets of school life:
- Faith Development
- Curriculum
- Enrolment Policy
- Counselling
- Discipline
- Administration

A positive environment is fostered where each individual is:
- Supported
- Respected
- Valued
- Affirmed
- Appreciated
- Treated Justly

It aims to support the total needs of the child:
- Emotionally
- Spiritually
- Academically
- Physically
- Socially

RIGHTS OF CHILDREN	RESPONSIBILITIES OF CHILDREN
To feel safe and secure	To treat others and their property with thoughtfulness, care and respect.
To be listened to and respected	To be polite and cooperative with teachers, staff, parents and visitors.
To have personal property respected	To act in a responsible manner, showing a good example to others.
To be treated fairly	To observe and obey all school rules
To learn and be taught	To keep our school clean and tidy and to treat all school equipment with care
To have access to adequate facilities and equipment	To be tolerant of differences in others

RIGHTS OF PARENTS	RESPONSIBILITIES OF PARENTS
To be the prime educators of their children	To recognise and fulfil their role as the prime educators of their children.
To be treated with respect	To support and respect the Catholic values imparted by the school as reinforced in our Vision statement.
To have access to staff at convenient and mutually agreed times	To adhere to the Child Safety Code of Conduct, Child Safety Policy and Risk management practices.
To be kept informed of their children's spiritual, social and educational progress.	To encourage good behaviour habits from their children.
To expect their children will be treated in a fair and just manner.	To be informed and supportive of school policies.
	To play an active role in the life of the school.
	To observe courtesy in regard to access and dealing with staff.
	To present children in full, neat school uniform.

RIGHTS OF STAFF	RESPONSIBILITIES OF STAFF
To teach in an environment which is conducive to learning	Staff are expected to collaborate, to compliment and to challenge each other to provide the best for the students.
	To give witness to the school Vision and the Gospel values.
To be given the opportunity for professional development	To value learning and teaching.
	To provide an engaging, challenging, nurturing and respectful learning environment for students to make connections between faith and life.

To enhance their capacity to engage students, differentiate the curriculum and build challenge for all students.

To communicate effectively, personally and digitally.

To provide opportunity for dialogue with parents.

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▪ **Child Protection and Reporting Obligations:** The Children Youth and Families Act (2005) mandates that primary and secondary school principals and teachers, registered medical practitioners (including psychiatrists), nurses (including school nurses) and police, **must report concerns** about the safety and wellbeing of a child or young person to the Department of Human Services Child Protection if they form **a reasonable belief** that a child or young person is in need of protection from significant harm as a result of sexual abuse or physical injury. In addition, persons registered to teach by the Victorian Institute of Teaching **are mandated** to report if they form a **belief** that a child or young person is in need of protection from significant harm as a result of sexual abuse or physical injury. This group of people includes visiting teachers or other staff who may have VIT registration. All mandated staff are required to undertake annual online training.

SCHOOL EXPECTATIONS

The school emphasises six main rules:
- To show care and respect for ourselves and others at all times.
- Treat all people as being equally important and special.
- Stay within school boundaries.
- Remember that bullying is unacceptable.
- Always wear full school uniform, wearing hats outdoor in Terms 1 and 4.
- Respect property belonging to others and property belonging to the school

SCHOOL PRACTICES
- The encouragement of self-discipline through expectations and consequences.
- Active Faith development nurtured by prayer times, R.E. Curriculum, paraliturgies, sacramental celebrations and assemblies.
- An enrolment policy, which makes reference to, the special needs of the child and the family.
- Class groupings appropriate to the needs of staff and students in consultation with parents.
- Opportunities for interaction between parents, staff and children, such as barbeques, picnics, R.E. workshops, sacramental evenings, assemblies, masses, paraliturgies, sports days, excursions and school camps.
- Equality in relation to gender, culture, ability and needs.
- Participation in community services: Mission Fete, choir singing for community groups, donations for St. Vincent de Paul, Project Compassion, support of selected fundraising events, local environmental projects, such as tree planting, labelling of storm water drains.
- Buddy System between students in Prep and Year 6.
- Seasons Grief and Loss Program across school Term 3.
- Peer Support Program for students in Years 1,2,3,4 and 6.
- MPower Girls and Revved Up for Year 5 girls and boys respectively.
- Class captain leadership roles for students in Year 6.
- Class meetings for Year 3 to 6.
- Restorative Practices for whole school learning community including Circle Time, restorative Circles, No Blame approach, Affective questioning and conflict Resolution.
- Implementation of the SEL Document CEOM- Self- awareness, Responsible Decision Making, Relationship Skills, Social Awareness and Self-management,.
- Social Emotional Learning through Circle Time including You Can Do It Program developing habits of the mind through – Getting Along, Organisation, Persistence, Confidence and Resilience and Bounce Back.
- Information sessions and forums for parents run by outside agencies and guest speakers.
- Curriculum which promotes personal development, social skills and safety, including units of work on

Health and Human Development, Swimming program, Fire safety, Life Ed Van, ACMA Cybersafety sessions, Aboriginal Perspectives Initiatives such as Reconciliation Day, Sustainability initiatives and Civics and Citizenship.

● Parent Support Group Meetings, Individual Learning plans, Reading Recovery, ERIK and a referral network to the Catholic Education Office and outside agencies as required for students to support learning and behaviours.

BEHAVIOUR MANAGEMENT
Discipline practices at Our Lady Star of the Sea are based on Restorative Practices.

Restorative Practices involves the building of positive relationships, including acknowledging individual's strengths and establishing a supportive environment that is fair, consistent and democratic.

The underlying principle is that relationships are important, and when a harmful or disruptive incident occurs, the focus is on the harm caused to the relationship and the subsequent repairing of that harm; rather than what rule has been broken and therefore what consequences will be imposed. Restorative Practices give us a unified and consistent approach to the management of children's behaviour. Our principles of behaviour management reinforce our policy of Pastoral Care.

The school also aims to develop responsible self-discipline amongst students. Teachers address the needs of each of the individuals concerned, treating them equally, justly and consistently and fostering their emotional, physical, spiritual, academic and social development. They also seek to promote the well being and good order of the community. The school recognise the importance of a unified and consistent approach to the management of children's behaviour. The school believes the whole school community is responsible for an effective policy, therefore communication and support between staff, children and parents is essential. Corporal Punishment is not permitted as a form of punishment at Our Lady Star of the Sea School, Ocean Grove. Discipline of students is based on principles of procedural fairness.

THREE GENERAL PRINCIPLES TO MAKE OUR SCHOOL A SAFE AND HAPPY PLACE
1. Respect for ourselves and for each other.
2. Respect for property.
3. Safety.

RATIONALE
Jesus teaches us… *"Love one another as I have loved you"*
Everyone is important in our school and so we behave in a way that shows respect and care for others and ourselves.

Our six main rules state we will:
● Show care and respect for others and ourselves at all times.
● Treat all people as being equally important and special.
● Stay within school boundaries.
● Remember that bullying is unacceptable.
● Always wear full school uniform, wearing hats outdoors during terms 1 and 4.
● Respect property belonging to others and property belonging to the school.

POSITIVE REINFORCEMENT
At Our Lady Star of the Sea we recognise and encourage the development of self-discipline and constructive behaviours. These measures include the use of:

✓ Praise
✓ Congratulations
✓ Stickers / Stamps
✓ Written Comments
✓ Team Points
✓ Gotcha Awards
✓ Class Awards / Certificates

AWARDS

Learning and Teaching about Gospel Values are integral to our Learning Community. We acknowledge all children have strengths and we work with them on building their Values and Character Strengths. Our weekly awards reflect the Values and Character Strengths of Gratitude, Hope and Optimism, Respect, Kindness, Forgiveness, Fairness, Persistence, Resilience, Getting Along, Zest and Enthusiasm.

24 CHARACTER STRENGTHS AND MEANINGS

Creativity   Thinking of new and creative ways of doing   things.

Curiosity   Being interested in and curious about the world.

Enthusiasm (zest)   Having a passionate and energetic approach to life.

Honesty   Being genuine and speaking the truth.

Bravery   Being courageous when faced with threat, challenges or difficulties.

Kindness   Going out of your way to do things for others.

Love   Valuing loving and close relationships.

Fairness   Treating people equally.

Persistence   Working towards goals despite challenges.

Teamwork   Working well in a group or team.

Forgiveness   Forgiving people who make mistakes.

Gratitude   Being thankful for good events and the kindness of   others.

Hope   Thinking hopefully and optimistically about the future.

Humour   Appreciating humour and having the ability to make others laugh.

Open-mindedness   Thinking about things from many different approaches and angles.

Love of learning   Being passionate about new ideas, learning and knowledge.

Perspective and Wisdom Being able to provide sound advice to others and having a mature view of life and the world.

Social intelligence   Having insight into the motives and feelings of yourself and   others.

Modesty & Humility   Letting accomplishments speak for themselves.

Prudence   Exercising caution, thinking about things you say before saying them.

Self-regulation (Self-control) Having discipline and regulating your feelings and actions.

Appreciation of beauty Noticing and appreciating excellence and beauty.

Spirituality   Having a strong sense that there is a higher purpose to life.

Leadership   Having vision, and organising and leading people

PLAYGROUND EXPECTATIONS	PLAYGROUND CONSEQUENCES
Students sit in designated areas if eating outside.	On the spot reminder of school rules. Temporary separation from the group or play area until given permission to return to play. Teacher writes child's name and details in Behaviour Book. If necessary also emails the class teacher and copies in the Principal or Deputy Principal. Child sent to supervised area to complete explanation form: "What I did". Form then taken home and signed by parents and returned to class teacher. Teacher informs the principal and parents may be contacted. Detention- Inside supervised time out (loss of yard privileges). Withdrawal of school privileges, in consultation with principal. Behaviour Support Plan may be designed by teacher and Student Wellbeing Coordinator.
Walk when inside and on paved outdoor areas. Keep the school grounds clean and tidy. "Carry in, carry out rule for any rubbish from home. Use "nude food" containers. Return all sports equipment to its proper place.	

CLASS EXPECTATIONS	CLASSROOM CONSEQUENCES
These help to foster self-discipline and make expected behaviour clear in advance. Class teacher and students decide rules collaboratively. They are displayed and expressed positively eg. We wait our turn before speaking. We listen to others.	*If a student chooses not to follow a rule then one or more of the following consequences will apply* Quick on the spot reminder of the rule. Temporary separation - from the group or area to an alternative place within the classroom. Time out. The child is taken to the school office to complete work or a "Thinking Sheet" with the Principal or Deputy Principal. And /or another class agreed to in advance by the teacher, parents, Principal and/ or Deputy Principal. If the child's behaviour has escalated to the point of needing to remove the class, send for another teacher, Principal or Deputy Principal to attend to the child do this and remove the class. During playtime or lunchtime students may be asked to complete either: "What I did", "Who was affected? ", or "How can we make things better?" sheets/ online form and teacher discretion as to whether to be taken home, signed by parents and returned to class teacher. Parents contacted if necessary. Exclusion from special events/withdrawal of privileges, in consultation with Principal and parents. Behaviour Support Plan may be designed by teacher and Student Wellbeing Coordinator.

Serious Incidents

A serious incident is one where the student's behaviour is a danger to themselves and/or other members of the school community. If this occurs:

1. The student is removed from the situation
2. The parents are notified and may be asked to collect the student and the student may not attend school for the remainder of that day.
3. In circumstances which are extremely serious and the belief is formed that the student's attendance at school is a danger to themselves and/or others, the student may be *excluded (suspended)* from school for a period of time
4. The parents will be required to attend a meeting to discuss the student's behaviour at school

5. In consultation with the parents, Principal, Student Wellbeing Leader and School Services Support Staff (CEOM) a plan for assistance and support for the student and family will be developed. This could include referral to counselling services and medical practitioners/services

BULLYING

Definition of Bullying

The national definition of bullying for Australian schools says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. **(Bullying No Way Safe Australian Schools Together)**

The school's Child Safety Policy further explains the school's practices and procedures.
http://www.staroceangrove.catholic.edu.au/student-wellbeing/61/p/child-safety/

Bullying and harassment intervention strategies

After an incident has been reported, one or more of the following approaches will be implemented using restorative practices which is a strategy that seeks to repair relationships that have been damaged, including those damaged through harassment and bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

- Children involved interviewed by staff member to gain further information after the staff member has acknowledged their feelings and voiced that they are there to help.
- Incident Report form to be competed.
- Dialogue between parents and staff.
- Organised playtime activities for the child who may need support in engaging in play.
- Staff informed to monitor specific children at play times and record incidents in Behaviour Book.
- Disciplinary consequences or counselling for student using bullying behaviours.
- Parent resources accessed to assist with home discussion & management strategies.
- Individual Meeting using Affective Questions.
- Group Meeting — No Blame Approach led by a teacher. The child who is the target of the incident decides which students she/he would like to have part of the No Blame Approach.
- Bystanders are encouraged to support the victim.
- Cyber bullying is encouraged to be reported to the school. Students have the option of entering an incident confidentially electronically via the student desktop.

Our Lady Star of the Sea school is compliant with the Child Safety requirements. Child Safety is an ongoing commitment and our school will continually monitor, review and evaluate our policies and practices to maintain the requirements in regard to awareness, understanding and organisational preventative measures to ensure the safety of the students at Our Lady Star of the Sea School.

Our staff are committed to understanding and accepting the associated policies and Code of Conduct which gives clarity and clear direction for Child Safety.

Our School Education Board has ratified our policies and Code of Conduct in relation to Child Safety.

For further information in regard to child safety from the Catholic Education Melbourne go to website
http://www.cem.edu.au/publications-policies/Child-Safety/
For further information in regard to child safety from Victorian Registration and Qualification Authority go to
http://www.vrqa.vic.gov.au/childsafe/Pages/default.html

We have a child Safety Policy, Code of Conduct, Reporting Obligation Policy and risk Management plan which are available on the school website.

All staff and volunteers sign off on the Code of Conduct and have a current Working with Children Check if they are working with students at Our Lady Star of the Sea. We ask new families upon enrolment to sign that they have read the Code of Conduct.

CYBER SAFETY

At Our Lady Star of the Sea we believe cyber safe digital literature and responsible online behaviour is an essential part of students' learning. We encourage student learning to be enriched by strong connections, effective communicating online and offline, collaborating locally and globally: being well equipped to be safe and responsible cyber citizens.

We believe this is best learnt in partnership with home, school and the wider community in order for students to be safe and responsible citizens.

At Our Lady Star of the Sea, Internet User Agreements are signed off as a whole class agreement Prep-6 and individually by Year 3-6 students and parents. Staff also have a User Agreement and these agreements ensure staff and students model appropriate online behaviour. These agreements ensure students will display positive online behaviour and have Gospel Values underpinning them, such as care, respect, dignity and responsible decision making.

At Our Lady Star of the Sea, we reinforce that cyber safe and responsible behaviours are expected in the school use of digital technologies.

REFERENCES/REFLECTION MATERIAL
- School Vision Statement
- Pastoral Care of Students in Catholic School – C.E.C.V.
- SEL in Catholic School Communities
- Religious Education Program – To Know, Worship and Love
- Restorative Practices- CEM
- Kidsmatter
- PROTECT Document
- Berry Street Educational Model
- Healthy Together Geelong
- Better Buddies Program
- You Can Do It: Program Achieve – Michael E Bernard
- Healthy Relationships
- Peer Support Program – STRIDE Resource
- MPower Girls, Revved Up – STRIDE Resource
- Resilience Rights and Respectful Relationships Curriculum
- Bounce Back Program – McGrath and Noble
- You Know the Fair Rule – Bill Rogers
- Behaviour Recovery – Bill Rogers
- Star of the Sea Emergency Management Plan
- Friendly Kids, Friendly Classrooms – Helen McGrath
- Same Classroom, Different Kids – Helen McGrath
- Get Real – Drug Education Program Resource
- Healthy Relationships Program – Helen Brunskill
- National Safe Schools Framework
- Video: SBS Forum on Bullying
- Board Games: Bullies to Buddies, Safe at School
- ACMA- Australian Communications and Media Authority - Cyber Safety
- Office of the Children's eSafety Commissioner
- eSmart
- Our Lady Star of the Sea Parent Library

SUPPORT SERVICES

Parent Library at Our Lady Star of the Sea.

Catholic Education Office: James Goold House, 228 Victoria Parade
East Melbourne Vic 3002
Education Officer, Student Wellbeing
(03) 9267 0283

CatholicCare   62 McKillop Street, Geelong
Ph: 5221 7055
Website: http://www.ccam.org.au/

Barwon Child FIRST   Ph: 1300 551 948

Barwon Centre Against Sexual Assault
barwon**casa**.org/
59-63 Spring St, Geelong West VIC 3218
Phone: 52224318

Bethany Family Support   16 Ballarat Rd
    Hamlyn Heights, Victoria 3215
    Phone: 5278 8122
    www.bethany.org.au
    Email: info@bethany.org.au
Bullying. No Way!   https://bullyingnoway.gov.au/

Kid Help Line   Ph: 1800 551 800

Parents Helpline   Ph: 13 22 89
Bellarine Community Health Centre:
The Grove Centre, Presidents Avenue
Ocean Grove
Phone: 5256 1311
Email: eas@bch.org.au
City of Greater Geelong Health Services:
Postal Address: PO Box 104, Geelong 3220
Phone**:** (03) 52752272
www.geelongcity.vic.gov.au

ANTI-BULLYING POLICY

Definition:
The national definition of bullying for Australian schools says:
Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).
Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. **(Bullying No Way Safe Australian Schools Together)**

Rationale:
The school endeavours to provide a positive culture where bullying behaviours are not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Aims:
- To reinforce within the school community what our definition and rationale for bullying is, and the fact that bullying behaviours are unacceptable.
- Everyone within the school community is to be alert to signs and evidence of bullying behaviours and to have a responsibility to report incidents.
- To ensure that all reported incidents of bullying behaviours are followed up appropriately and that support is given to all involved.
- To seek parental and peer-group support and cooperation at all times.

Implementation:
- All members of the school community will be made aware of the school's position and policy.
- The school staff working as a team has an important and responsible role in implementing the policy.
- Students and parents have an important and responsible role in supporting the policy for implementation.
- The school will adopt a four-phase approach.

Primary Prevention:
- Professional development for staff relating to bullying behaviours, harassment and the strategies that counteract them.
- The implementation of Restorative Practices strategies including Circle Time, Affective Questioning and Restorative Circles.
  - Sharing of information to raise school community awareness to bullying behaviours, its characteristics and the school's policy and response.
- To provide programs for students, staff and parents that promotes resilience, life and social skills, assertiveness, conflict resolution and problem solving such as House pastoral/family group activities, Better Buddies, Bounce Back, the Peer Support Program, The Healthy Relationships Program and Program Achieve-You Can Do It!
- At the start of the school year and at appropriate times throughout the year each classroom teacher will take the time to clarify with the class our school Vision and Mission and school rules and policy on anti-bullying.
- Strategies of dealing with bullying incidents involve the no-blame approach and the evoking of compassion with the child who initiates the bullying behaviours.
- The philosophy of 'No Put Downs' is to be promoted by all members of the school community.
- Students to be supervised at recess and lunch breaks and children encouraged to play appropriate activities. Quieter more passive areas are to be available for the children to access at recess and lunch times.

B.   Early Intervention:
- Children to be taught how to deal appropriately with bullying incidents and inappropriate behaviour.
- Promote children to talk about and report bullying incidents to the classroom teacher and to their parents and inappropriate behaviours involving themselves or others.
- Classroom teachers are to remind students about the importance of reporting incidents that they need help with, and that talking about incidents is not dobbing.
- Parents are encouraged to contact the classroom teacher if they become aware of a problem especially if it fits the definition of bullying or if there are incidents of inappropriate behaviour

involving their children.
- Public school recognition and reward for positive behaviour and resolution of problems.
- Restorative Circles- No Blame approach and affective questioning.

Intervention:
- Serious incidents or allegations of bullying behaviours are to be reported to the Principal
- Serious incidents or allegations of bullying behaviours are to be fully investigated and documented.
- Suggestions, and if appropriate referrals, regarding available counselling and support be offered.
- If bullying behaviours or inappropriate behaviours are ongoing, parents will be contacted and agreed consequences or support implemented.

Post Violation:
Consequences may involve:
- exclusion from class or class activities.
  - exclusion from yard during recess or lunch times.
  - ongoing counselling from appropriate agency.
  - withdrawal of privileges.
  - school suspension.
  - negotiated transfer.
- ongoing monitoring of behaviour and support.
- rewards for positive behaviour.

Current Developments
- Restorative Practices including Circle Time, Restorative Circles, Affective Questioning, Conflict Resolution.
- Better Buddies
- Program Achieve-You Can Do It!
- Peer Support Program
- MPower Girls
- ESmart Accreditation

Monitoring and review

The Pastoral Care Policy will be monitored and reviewed by the staff and School Education Board at least once every four years.

The policy was ratified by the School Education Board June 2015

Initial Policy: June 2015
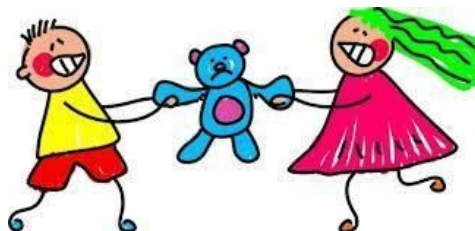Next Review: 2018
Next Review: 2021

Appendix 1: Affective Questioning

Appendix 2: No Blame Approach

Appendix 3: Explanation form

Appendix 4: Students' Rights and Responsibilities

What happened?

What were you thinking at the time?

What are you thinking now?

Who has been affected by what you did?

How were they affected?

What needs to happen to make things better?

Any other ideas?

APPENDIX 2: THE NO BLAME APPROACH

When bullying has been observed or reported then the No Blame Approach offers a simple seven-step procedure which can be used by a teacher or other facilitator. Note that each step has been carefully planned as a single part of the whole and variations may undermine the success of the method. The steps are summarised below:

Step 1 – talk with the target
When a bullying incident has occurred, the facilitator starts by talking to the child targeted. During this conversation the listener encourages the target to describe how he or she feels with reflective comments such as, "That must be very hard for you… So you have felt really upset".

The purpose is not to discover factual evidence about this or other events. If the child wants to include evidence in the account this is always reframed to establish the resulting distress. For example a comment like, "They have all been ignoring me, nobody will talk to me" might be replied top with a response like, "So you felt really lonely and you were upset that you had nobody to talk to?"

It is important that the child understands and gives consent to the process. Sometimes there may be a fear that it could lead to further victimisation but when the non-punitive aspect is fully explained the child usually feels safe, and relieved that something is being done. He or she may want the perpetrators to understand how much distress has been caused. Talking to someone else who has been through the experience might give further reassurance.

The facilitator should end the meeting by:

⇒ Checking that nothing confidential has been discussed which should not be disclosed to the group
⇒ Asking the target to suggest the names of those involved, some colluders or observers and some friends who will make up the group
⇒ Inviting the child to produce a piece of writing or a picture which will illustrate his or her unhappiness
⇒ Offering the child an opportunity to talk again at any time during the procedure if things are not going well

The target is not invited to join the group to present his or her own account, as it is possible that he or she will make accusations, provoke denial or justification and undermine the problem-solving approach.

Step 2 – convene a meeting with the people involved
The facilitator arranges to meet with the group of pupils who have been involved and suggested by the target. A group of six to eight works well.

This is an opportunity for the facilitator to use his or her judgement to balance the group so that helpful and reliable young people are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of group members to bring about the best outcome.

Step 3 – explain the problem
The facilitator starts by telling the group that she or he has a problem – she or he is worried about "John" who is having a very hard time at the moment. The facilitator recounts the story of the target's unhappiness and uses the piece of writing or a drawing to emphasise his distress. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

Step 4 - share responsibility
When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:
⇒ No one is in trouble or going to be punished
⇒ There is a joint responsibility to help "John" to be happy and safe
⇒ The group has been convened to help solve the problem

Step 5 – ask the group members for their ideas
Group members are usually genuinely moved by the account of John's distress and relieved that they are not in trouble. No one has been pushed into a defensive corner by accusations and the power of the group has shifted from the "bully leader" to the group as a whole, whose members withdraw consent for the behaviour to continue.

Each member of the group is then encouraged to suggest a way in which the target could be helped to feel happier. These ideas are stated in the "I" language of intention. "I will walk to school with him". "I will ask him to sit with me at dinner". Ideas are owned by the group members and not imposed by the facilitator. She or

he makes positive responses but does not go on to extract a promise of improved behaviour.

Step 6 – leave it up to them
The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made – it is left as a matter of trust. The facilitator thanks them, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

Step 7 – meet them again
About a week later, the teacher discusses with each student, including the target, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

These meetings are with one group member at a time so that each can give a statement about his or her contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to their intention, as long as the bullying has stopped. The target does not have to become the most popular person in school, just to be safe and happy.

The entire process showing the seven steps is available as a training video (Michaelis Story – The No Blame Approach. Maines and Robinson,1992). A fuller account of the development of the work is published in a book "Crying for Help", Robinson and Maines 1997 Lucky Duck Publishing Ltd.

APPENDIX 3: EXPLANATION FORM

Name _____   Date   _____

What did I do? (Explain what happened, when and where.)

Why did I do it? (Include any thoughts or events that led to your behaviour.)

Which rule did I break? (Remember the six main school rules.)
* Tick rule(s)
       1. Show care and respect for each other at all times
       2. Treat all people as being equally important and special
       3. Stay within school boundaries
       4. Remember that bullying is unacceptable
       5. Always wear full school uniform, wearing hats outdoors during terms 1 and 4
       6. Respect property belonging to others and property belonging to the school

What can I do to make up for what I did? (for example, write a note of apology or make a card. Offer to do something for the person you have upset.)

Dear Parents,
I write to inform you that your child has completed this sheet during a detention time at school during lunchtime. Please sign this sheet and ask your child to return it to me tomorrow.
From,

Teacher's signature   _____

Parent'(s) Signature_____

Comment (optional)

APPENDIX 4: Rights and Responsibilities

Here are your important rights…	…and responsibilities
1. You have a right to be an individual at school. This means that you should not be treated unfairly because you are tall or short, boy or girl, because it takes a little longer to get the right answer.	1. You have a responsibility to let others be individuals at school. This means that you should not treat others unfairly because they are tall or short, boys or girls, because to takes a little longer to get the right answer.
2. You have a right to be respected and treated with kindness. This means that others should not laugh at you, make fun of you or deliberately hurt your feelings.	2. You have a responsibility to respect others and treat them with kindness. This means that you should not laugh at others, make fun of them or deliberately hurt their feelings.
3. You have a right to express yourself. This means that you may talk freely about your ideas and feelings when it is appropriate and in an acceptable manner.	3. You have the responsibility to let others express themselves. This means that you should let others talk freely about their ideas and feelings when it is appropriate and in an acceptable manner.
4. You have a right to a safe school. This means that your school should try to provide safe classrooms, equipment and rules to ensure your safety at school.	4. You have a responsibility to try to keep the school safe. This means you should try to make your classroom safe, look after our equipment and follow the school rules to ensure everyone's safety at school.
5. You have a right to tell your side of the story, remembering the rights of others. This means that you may tell your side of the story when accused of breaking a rule.	5. You have a responsibility to listen to others tell their side of the story. This means you should let others tell their side of the story when accused of breaking a rule.
6. You have a right to learn at school. This means that you always try your best with all your work and take advantage of the opportunities provided.	6. You have a responsibility to let others learn at school. This means you shall not distract others learning or the teacher from teaching.

DRUG EDUCATION POLICY

In order to ensure that all students are provided with appropriate and comprehensive drug education our school has developed an Individual School's Drug Education Strategy (ISDES) in accordance with the guidelines of the Department of Education, Employment and Training Drug Education Unit.

The ISDES is based on a harm minimisation approach to drug education and incorporates four goals:
- To implement relevant and comprehensive drug education as a core component of the curriculum.
- To provide each student with appropriate drug education prevention and intervention programs.
- Include drug-related and school-based policies.
- Provide a supportive environment that involves parents and the wider school community in a drug related curriculum and welfare.

Effective drug education helps students to:
- Develop drug specific knowledge
- Clarify values and attitudes
- Develop skills such as decision making, conflict resolution and assertiveness
- Develop harm minimisation strategies to make informed decisions regarding drug use

Conflict Resolution Policy

Our school aims to develop a fair and constructive approach to resolving issues of conflict in keeping with the rights and responsibilities of students, staff and parents stated in this document. Details of this process are included in the school's Emergency Management Policy.

CYBERSAFETY POLICY

Rationale:

At Our Lady Star of the Sea we believe in the importance of students, being equipped to seize opportunities to broaden their knowledge, skills, attitudes and understandings through the digital world.

Our Lady Star of the Sea encourages student learning to be enriched by strong connections, effective communicating online and offline, collaborating locally and globally: being well-equipped to be safe and responsible cyber citizens.

We are aware that 21st Century students engage and will continue to engage in the digital world. Therefore, at Our Lady Star of the Sea we believe cyber safe and responsible online behaviour is an essential part of students' learning. We believe this is best learnt in partnership with home, school and the wider community in order for students to be safe and responsible citizens.

We have established an esmart committee incorporating the student wellbeing leader, teachers, a parent and student representatives.

Our Lady Star of the Sea uses the Intranet, internet and digital technologies as teaching and learning tools. We see the internet and digital technologies as valuable resources, but acknowledge they must be used responsibly.

The Gospel Values by which we underpin our Cyber Safety Policy are care, respect, dignity and responsible decision making.

Aims: To equip students to contribute respectfully and effectively to society through safe and responsible use of technology.

Students will:

1.   Display positive online behaviour with peers, family and other community members locally and globally.

2.   Communicate positively in a way that promotes the building of positive relationships with peers using appropriate etiquette, digital literacy skills, contact and communication.

3.   Ensure responsible, critical and respectful use of digital technologies.

4.   Protect the school's network from external digital corruption.

5.   Not bring ipods, phones or cameras to school, camps or excursions without school and teacher consent.

6.   Not use photos without permission from all parties involved.

7.   Refrain from bringing personal mobile phones to school but if it is a necessity they will be left at the office at the beginning of the day and collected at the end of the day.

Staff will:

1.   Ensure they have signed parental permission when taking and uploading photos.

2.   Use appropriate downloads and websites with students that are linked to their learning.

3.   Have personal mobile phones turned off during learning and teaching time. Advise any personal calls to go through the office and messages will be relayed.

4.   Do not participate in online social networking with students.

5.   Will regularly participate in professional learning through ACMA and school based Professional Learning around Cybersafety.

Parent/ caregiver will:

1.   Support their children in displaying positive online behaviour with peers, family and other community members locally and globally.

2.   Reinforce, at home, safe and responsible behaviour and decision making which is explicitly taught at our school.

3.   Acknowledge that their child has been asked to agree to use the Intranet, internet and mobile technologies responsibly at school. Parents/carers should be aware that the nature of the internet is such that full protection from inappropriate content can never be guaranteed.

Implementation:

Management
- Our Lady Star of the Sea actively supports access by students to the information resources available, accompanied by the development of the skills necessary to filter, analyse, interpret and evaluate information encountered.
- The internet usage at Our Lady Star of the Sea is managed by the school SINA administrator and is monitored by the Catholic Education Office IT department.
- Zscaler, a web filtering service is being provided to Victorian Catholic schools.
- Our Lady Star of the Sea has policies in place that outline the values of the school and expected behaviours when students use digital technology and the internet
- This school reviews policies annually in the light of updated directives and developing technologies.
- Our Lady Star of the Sea school has established and documented a secure and confidential system for students and parents to report incidents of bullying, cyberbullying, cyber-attack, inappropriate use of technology and the like. This begins with contacting the classroom teacher, student wellbeing leader or principal via direct conversation, email, letter or using the anonymous electronic link on the desktop under Student Health and Safety.
- The learning community has the opportunity to report incidents of cyberbullying or negative behaviours.

Access
- Year 1 -6 students have their own individual password protected internet account and log on. Such access infers responsibility and is not an unconditional right.
- P - 2 have a user agreement which is signed as a whole class agreement.
- Year 3 – 6 have user agreements which are individually signed by students and parents.
- Staff sign a user agreement in accordance with the staff handbook.
- Internet usage is for approved school purposes only.

Learning and Teaching
- Teachers will ensure they model appropriate online behaviour.
- Cyber safety education will be integrated in Inquiry Learning, across the curriculum and everyday learning.
- Computer usage will be age appropriate and have a Prep-6 approach.
- Supervision and direction will be provided in online activities and when using digital technologies for learning and teaching.
- Teachers will support students in developing digital literacy skills
- Our Lady Star of the Sea has a cyber safety program at the school which is reinforced across the school.
- Use mobile technologies such as ipads, ipods, flip cameras and laptops for educational purposes (e.g. blogging or photos from excursions)
- Provide support to parents/carers to understand this agreement (e.g. language support)
- Reinforce that cyber safe and responsible behaviours are expected in all school use of digital technologies.
- Publish student work (digital image, video and sound) to an online space in order to collaborate with the wider community and share learning. E.G. blogs, vimeo, school website and other educational web 2 tools
- Only DVD'S that are G rated unless parental permission is given for a PG movie and is linked to learning will be shown.
- The school makes community links to help support the education of online safety. E.g. Geelong Football Club, local library and ACMA.

Security:
- Known inappropriate sites will be blocked from school access
- All staff shall be responsible for notifying the School Internet Network Administrator of any inappropriate material or sites, so that access can be blocked
- Whilst teachers supervise the use of the internet and the school takes measures to minimise the risk of exposure of students to unsuitable material, it is acknowledged that it is impossible to supervise

every screen at all times. The school needs to rely on the responsibility of all users in order to maintain safety and propriety of internet and digital technology usage.

- Full protection from access to inappropriate content can never be guaranteed.
- All students shall be responsible for notifying their teacher of any inappropriate material so that access can be blocked.
- Consequences of accessing inappropriate material or failing to notify teachers of encountered inappropriate sites may include the removal of access rights.

Cybersafety and responsible authorship:
- The principles of Cybersafety will be reinforced in the curriculum on a regular basis.
- Privacy of students, parents, staff and other uses must be recognised and respected at all times. When identifying students only the their first name and last initial will be used.
- Teachers are responsible for monitoring student work for accuracy, appropriateness, grammar and spelling prior to publishing.
- Students are directed to work within the guidelines set in the school's Student Internet User Agreement.
- Consequences of misuse of the internet through breaches of the student internet user agreement may include the removal of access rights.

Related Policies:
Student Agreement for Internet Usage
Student Blogging Agreements for class and individuals
Permission to use a Photograph form
Staff Handbook and Student Wellbeing Handbook.
Pastoral Care Policy Our Lady Star of the Sea
CEOM Policy 2.26: Pastoral Care of Students in Catholic Schools
Copyright Policy
Child Safe Policy
Child Protection Reporting Obligations Policy

Monitoring and review
The Cybersafety Policy will be monitored and reviewed by the staff and School Education Board at least once every three years.

Ratified: School Board 2013
Evaluated: August 2014
Reviewed: March 2018
Next review: March 2022