MANDURAH CATHOLIC COLLEGE
UNDER THE PATRONAGE OF THE HOLY FAMILY

CARING BEHAVIOUR K-12

CECWA POLICY: **Community**
EXECUTIVE DIRECTIVE: **Student Safety, Wellbeing and Behaviour**
COLLEGE PROCEDURE: **Caring Behaviour K-12**
REVIEWED: **2021**
NEXT REVIEW: **2024**

"Mandurah Catholic College is a learning community seeking truth by living out the Gospel values through the Catholic faith and by promoting the holistic and optimal development of each student."

School-based Procedures are not variations to CEWA Executive Directives. They enact contextual decisions; they have the legal obligation of CECWA policy for people acting under the authority of the Principal.

Please note this document is to be read in conjunction with the CECWA Policy – **Community** and the Executive Directive – **Student Safety, Wellbeing and Behaviour**

AIM

In fulfilling Jesus' command of love of neighbour, we at Mandurah Catholic College (MCC) seek to create a community in which every person feels valued and safe and individual differences are appreciated, understood, and accepted. All members of the community have a right to feel safe from any form of uncaring behaviour.

MCC aims to create a safe school environment. We expect that all members of our College community will demonstrate caring behaviour to one another. Learning outcomes, physical health, emotional, psychological, and spiritual well-being can be adversely affected by bullying and harassment. Bullying is one of the most disruptive influences on a student's participation in school. Bullying or uncaring behaviour is not tolerated.

The purpose of this Procedure is to promote caring behaviour in the College and to encourage students and parents to immediately report any incidents of bullying or harassment.

SCOPE

The Mandurah Catholic College community.

DEFINITIONS

TEASING is defined as an attempt to provoke a person in a playful way. With an increased awareness of bullying in recent years there has been a blurring of the boundaries between how bullying differs from teasing, and the two have tended to be grouped together. Many children use teasing to make a connection, or it is an impulsive or clumsy comment used that often has little or no significance to a situation. Some teasing has the intent to humiliate or cause distress and is usually related to a person's family, their appearance, or their background.

HARASSMENT is perceived or actual demonstrated patterns of behaviour that are offensive, humiliating, intimidating, or threatening and that cause a person disadvantage or anxiety over a period of time. Harassment can take many forms including verbal, social, psychological, or physical, and may be expressed in many ways such as name calling, abuse, swearing, teasing, inappropriate gestures, minor physical aggravation or interfering with personal property. Harassment may develop into bullying when it involves a misuse of power.

BULLYING is defined as any **consistent and repeated**, conscious, targeted behaviour by a more powerful person or groups, which hurts, injures, embarrasses, upsets or frightens another person to the point where it is difficult for the individual to deal with the situation themselves. **Bullying or uncaring behaviour is different from conflict, disagreement, rough-and-tumble/rough play, teasing or schoolyard/playground arguments**.

Bullying may take place in many different forms including:
1. Verbal (put downs, name calling, teasing), racist or sexist comments
2. Social (repeated rumours, exclusion from group, Facebook comments)
3. Psychological (following student, putdown looks/gestures, Facebook taunts)
4. Physical (fighting, kicking, tripping, pushing, removing clothing)

CYBER BULLYING includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, phone messages, digital pictures or images or website postings.

The forwarding of private emails, messages, pictures, or videos or otherwise inappropriately communicating personal or private information belonging to another person constitutes cyber bullying. Other examples of cyber bullying include impersonating another person online, sending sexually explicit images and intentionally excluding others from an online group or conversation.

PROCEDURE
Principles Underpinning the Caring Behaviour Procedure
Unfortunately bullying occurs in all communities. When bullying and harassment incidents are ignored or overlooked, it serves to condone and reinforce the behaviour. Dealing effectively with bullying requires a whole school approach framed within the College's Pastoral Care system. A key element of any approach to dealing with bullying is to promote honest and open communication regarding the issue.

The Caring Behaviour Procedure has been written in conjunction with staff, students, and parents to ensure that the Procedure reflects the views and concerns of all members of the College community. The focus when dealing with bullying is on resolution. It is important that the situation is resolved and that the person who bullied makes a commitment that the behaviour will not continue. Bullying behaviour, which involves an attitude toward others, can be modified through effective education and intervention.

Mandurah Catholic College will:

Secondary	Primary
Publicise the Procedure by a variety of means, including presentations to students, presentations at Parent Information Evenings and inclusion in the staff handbook.	
Have each student sign a "Code of Conduct" on enrolment.	New Year 3 students will sign a "Code of Conduct" on enrolment. Current MCC Year 3 students will sign the agreement as part of their class work within the first 2 weeks of Term 1 each year.
Provide counselling and/or other support for staff and students who experience bullying (dependent on need of people involved and nature of bullying).	
Provide opportunities enabling incidents to be reported confidentially eg, SEQTA. Listen to reports of bullying behaviour and promptly investigate and act on these reports.	
Monitor incidents and reports of bullying, checking for patterns and evaluating the processes to deal with bullying. Act to prevent the behaviour from reoccurring.	
Provide professional development for staff on the issue of bullying, including clarification of what constitutes bullying of colleagues and students, what signs might indicate a person is being bullied and how to effectively deal with incidents.	
Monitor the process outlined to deal with uncaring situations. Ensure the process for dealing with bullying is followed consistently and sanctions are applied consistently.	
Regularly evaluate and review this Procedure so that it may be relevant and effective.	
Ensure staff and student leaders model appropriate behaviour.	

Meet with parents of children who have been bullied (if requested) to address their concerns and keep them informed about progress.	
Provide support for the student being bullied and offer a range of preventative, support systems such as peer mentoring, restorative justice, or mediation.	
Provide self-esteem building activities and teach skills dealing with assertiveness and non-violent methods of conflict resolution.	Promote positive behaviour through Aussie Optimism and the Making Jesus Real programs, to enable students to report uncaring behaviour to their class teacher or the Primary Leadership team.
Create a positive environment in which puts downs are not tolerated in class.	Create a positive classroom environment using the Making Jesus Real program.
Facilitate open discussion in classes regarding bullying and how to tackle the issue.	Involve students in classroom discussions and activities to promote anti-bullying behaviour.
Involve student leaders in monitoring and minimising the incidence of bullying.	
Involve students in prevention eg, ask them to write about "safe" and "unsafe" areas and what should be done about them.	
Encourage a collective responsibility with students (eg, be active bystanders)	
Have active 'duty of care" and supervision by teachers when on duty around the campus and in areas like the locker bays.	Be diligent when on duty during recess and lunchtime.

SUPPORTING THE CARING BEHAVIOUR PROCEDURE
All members of the College community have a responsibility to help implement and uphold the Caring Behaviour Procedure.

PRINCIPAL - The role of the Principal is to maintain an active involvement in upholding the Caring Behaviour Procedure and monitoring its effectiveness.

STAFF - MCC promotes a staff atmosphere, which is friendly, caring, supportive, cooperative and collaborative. Staff are expected to model appropriate behaviour.

RESPONSIBILITIES:

Secondary	Primary
Watch for early signs of distress in students.	
Create a positive environment in which "put down" statements are not tolerated and be aware of any continual verbal harassment of students in class.	Use the Making Jesus Real terminology of being a WESTY – **W**elcoming **E**ncouraging **S**aying sorry **T**hanking.
Provide an opportunity for students to express their feelings in privacy, ensuring confidentiality. Allow them to talk about how they are feeling.	
Listen with empathy and allow the student to speak freely and question them with concern not judgment.	
Offer immediate support and help to deal with the situation.	Promptly act on reported incidents.
Communicate concerns to the HoY who may then choose to involve parents.	Inform the leadership team.
Ensure that all areas have maximum staff presence at breaks, between lessons, before and after school.	Ensure that staff or on duty on time and that duty alerts are communicated so situations can be monitored.
It may be appropriate to alert all staff to a particular situation while being conscious of the need for student confidentiality.	
It may be necessary for group mediation and counselling to be recommended.	
Record all reported incidents on students' Pastoral Care notes on SEQTA.	

STUDENTS

MCC encourages students to develop as confident Christians, secure in their strengths, aware of their needs and able to work academically to be best of their ability.

RESPONSIBILITIES:

Secondary	Primary
Seek out friends and allies and use humour and not sarcasm.	Students model WESTY behaviour toward others in the community.
Report bullying behaviours that happen to you or others around you.	Seek out Primary staff and explain what they have seen or what has happened.
Stay away from places bullying is likely to occur.	Avoid physical and verbal retaliation.
Build self-confidence. Use positive self-talk; assertive body language etc.	Avoid getting involved in situations that are not their concern.
Be a caring bystander. Refuse to be an audience for bullying.	

PARENTS

MCC respects the role of parents as the primary educators of their children. Courtesy, honest communication, understanding and cooperation between parents and teachers are key elements for enhancing the prospects of a successful educational partnership and a congenial environment for students.

RESPONSIBILITIES:

Secondary	Primary
Encourage your child to talk about school. In particular take an active interest in your child's social life and social media usage.	Listen to your child, communicate your concerns to the class teacher.
Encourage your child to consider assertive (not aggressive) ways to respond to conflict situations.	Encourage your child to be assertive by saying 'Stop, I don't like it."
If your child is cyber-bullied, ensure that they **do not use social media** for a period.	
Have your child's friends over to strengthen the relationships begun at school.	Please do not contact the other student's parents nor approach another child regarding any situation occurring at school.
In setting behaviour limits at home be fair, consistent and assertive (not aggressive).	Be aware of the Primary School's Making Jesus Real Program, 1, 2, 3 Magic and the Aussie Optimism program.
If you think your child is being harassed/bullied discuss the situation with your child and inform the appropriate Head of Year.	If you think your child is being harassed/bullied discuss the situation with your child and inform your child's class teacher or the Assistant Head of Primary School.
Parents/guardians may be asked to join in a mediation session to resolve the situation.	Work cooperatively with the Primary School staff in seeking a solution.
Parents/guardians should work with staff members if required to help resolve bullying.	

If your child does report that a bullying incident has occurred, it is usually best to encourage your child to talk about the incident. Remember to keep an open mind as you are hearing only one part of the story. Ask questions gently and help your child reflect on what they could do differently in the future.

It helps if parents:	*It does not help if parents:*
• Involve children in making decisions about what to do, • Listen to what they say and; • Tell them they are understood and believed.	• Get angry or upset or feel guilty • Trivialise the incident • Blame the child or blame the College • Accuse people without knowing the facts and listening to both sides and; • Look for scapegoats.

It is important to find out who what, where and when, as well as if anyone witnessed the incident. It is a good idea to write down what you find out and then make an appointment to discuss the issue with the Head of Year or Assistant Head of Primary School.

BYSTANDERS – WHAT TO DO IF YOU SEE UNCARING BEHAVIOUR

Bystanders are people who are present but are not directly involved in a bullying situation. They can actually support, either actively or passively uncaring behaviour and can prevent further bullying by:

Secondary	Primary
Refusing to join in the bullying.	Students model WESTY behaviour toward others in the community.
Not spreading rumours/ gossip about others.	Seek out Primary staff and explain what they have seen or what has happened.
Not going along with someone being excluded.	
Telling the uncaring person that their behaviour is unwanted or unfair.	
If possible, intervene as the bullying occurs eg, (leave them alone, or quit it).	
Seeking out an older student, student leader or staff member to intervene.	
Offering support to the person who is bullied. Make suggestions about handling it and encourage them to get help from an adult, a student leader or their family.	

WHAT CAN YOU DO IF YOU ARE BULLIED?

Secondary	Primary
Decide how serious the present incident is. If the behaviour is not serious or especially hurtful (such as a single incident of name calling) then ignore it. Often bullies want a reaction and will cease the behaviour if you do not react.	Ignore the verbal, walk away, don't look back and don't answer and tell a staff member about the behaviour.
Get away from the immediate bullying situation as quickly as possible.	
Do not retaliate by becoming a physical or verbal bully yourself.	
Tell the bully to stop it.	Stay calm, keep your arms by your side, speak slowly in a loud strong voice, without shouting.
Build your own protection by establishing friends.	Make sure you play with friends you trust.
Don't be afraid to talk about incidents with friends or family.	
Talk to people at school to help you decide on how to handle the situation.	Tell a staff member and make sure you give full details of the event.
Be smart about avoiding places and times of high risk.	Make sure you stay in areas where you can see a teacher, do not go into out of bounds areas.

COLLEGE RESPONSE TO BULLYING INCIDENTS

All information relating to reported incidents of bullying will be handled in a sensitive manner, with due consideration for the confidentiality requirements of each individual case. In the Secondary School **bullying of a sexual or racial nature will generally be referred immediately to the Dean of Students. In the Primary School cases of bullying will be referred to the Assistant Head of Primary School.**

CONSEQUENCES FOR PEOPLE WHO DEMONSTRATE UNCARING BEHAVIOUR

Consequences will be decided upon based on the individual nature of each incident. However, consequences are likely to involve one or a combination of the following:

Secondary	Primary
Restorative justice group work.	Time out
Written records (uncaring behaviour reports completed by all parties) being kept on students' files.	Written records recorded on SEQTA
Formal letter to student and parents with agreement/contract for appropriate future behaviour.	Behaviour Contracts
Consultation with parents to modify behaviour.	After school detention
Supervised formal apology to the victim.	Referral to counselling
Reparations for any damage caused.	Exclusion from excursions or other activities
Detentions and school community service.	Suspension from school, returning only if a behaviour contract/Code of Conduct Contract is signed agreeing to conditions outlined in the contract.
Counselling and behaviour modification programs.	Separate play areas be determined and adhered to.
Exclusion from class, sport, buses, excursions. Separate recess and lunchtime.	Separate playtimes and lunchtimes.
Suspension from school resuming only on the condition that a formal contract is signed undertaking to cease all bullying behaviour. A readmission interview will take place with the dean of Students, the Head of Year, parents and the student.	Staff may be asked to shadow and monitor a student at recess and lunchtime.
Expulsion for continued harassment and bullying behaviour which is causing members of the Community to feel unsafe.	