



# BUNBURY REGIONAL COMMUNITY COLLEGE

## Pastoral Care and Behaviour Management Policy



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## Purpose

The Pastoral Care Policy at BRCC describes the approach that the College takes to pastoral care and behaviour management. BRCC expects that every member of the College community (staff, students, and parent/carers) will feel valued and respected and that every person is treated equitably. Pastoral care is the responsibility of all members of the BRCC College Community. BRCC seeks to provide an inclusive, safe, and supportive environment for all students and staff.

BRCC has a holistic and student-centred ethos that acknowledges that student behaviour and emotional development is intricately linked with the learning experience. Positive relationships with BRCC staff - especially the Advisory Teacher – are vital for achieving the best possible learning outcomes and behavioural development for our students.

BRCC adheres to the rules of procedural fairness and non-discrimination. The College strictly forbids the use of any form of child abuse, corporal punishment, or other degrading punishment to manage student behaviour.

Staff and students are expected to follow the Code of Conduct that applies to them. BRCC wishes to thank the students involved for their input into developing a Code of Conduct for students.

## Scope

This policy is applicable to the Bunbury Regional Community College community.

## Definitions

**Agency** describes the ability to identify valued goals and desired outcomes, and to pursue those goals and outcomes proactively, purposefully, and effectively. The key components of agency include:

- the thoughtful identification of one's values and priorities
- a belief in one's abilities
- the capacity to intentionally direct one's efforts towards specific goals

**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. However, these conflicts still need to be addressed and resolved.

**CARE School is** A Curriculum and Re-engagement in Education school, established and registered solely for the education of students at educational risk.



**Child** a child is defined in the *Children and Community Services Act 2004 (WA)* as a person who is under 18 years of age, and in the absence of positive evidence as to age, means a person who is apparently under 18 years of age. For the purposes of this policy the words 'child' and 'student' are used interchangeably.

**Child abuse** There are four forms of child abuse are covered by WA law and are defined by the Department of Communities:

- (1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver
- (2) Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where:
  - (a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
  - (b) the child has less power than another person involved in the behaviour; or
  - (c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- (3) Emotional abuse includes:
  - (a) psychological abuse; and
  - (b) being exposed to an act of family and domestic violence.
- (4) Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care, or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic, or chronic.

**Child of compulsory school age** means a child who is required to be enrolled in an educational programme as per section 9(1) of the *School Education Act 1999*.

**College community** is the students, school staff (teachers, administrators, other staff and volunteers), parents and carers, board members, and others with an interest in the school.

**Corporal punishment** is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)]

**Degrading punishment** is any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares, or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

**Duty of Care** is a duty under common law to ensure that reasonable care is taken to minimise the risk of harm to students while they are on the College premises during the hours when the College is open, and during College-related off-site activities.

**Electronic cigarettes** (or **e-cigarettes** – also known as 'vapes') are battery-powered devices which heat a liquid containing chemicals and flavouring into an aerosol which is inhaled through a mouthpiece, and then exhaled by the user as a fine particulate smoke. The liquid is often called 'e-liquid', 'e-juice', or 'vape juice' and is intended to deliver chemicals directly to the lungs.

The devices come in many shapes and sizes, and some have mimicked traditional tobacco



cigarettes, cigars, or pipes in appearance. Others may look like everyday items such as pens, highlighters, or USB memory sticks.

### **Educational Risk**

A student is at educational risk if he/she is of compulsory school age but unable to participate in mainstream schooling due to one or more of the following reasons:

- Is disengaged as evidenced by persistent non-attendance or a failure or refusal to enrol.
- Experiences learning difficulties or disadvantages that cannot be effectively catered for by a mainstream school.
- Is affected by life risk factors including domestic violence, abuse, homelessness, transience, addiction, chronic ill-health, or pregnancy.
- Is subject to a Children's Court Order.
- Is the subject of a Responsible Parenting Agreement covering school attendance.
- Is a persistent or serious juvenile offender.

**Emotional abuse** occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings.

**Harassment** is behaviour that targets an individual or group due to their identity, race, culture, or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting, or economic status; age; ability or disability and that offends, humiliates, intimidates, or creates a hostile environment.

Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless).

**Parent/carer** includes parents, non-parental carers, foster parents, grandparents, and other carers of students.

**Pastoral care** refers to a school's commitment to improving and developing the social, academic, physical, and emotional wellbeing of each student. This wellbeing is accomplished by establishing a school environment that is inclusive, friendly, and student-focused.

**Psychological abuse** is repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development, and intelligence. It is a form of emotional abuse.

**Racial discrimination** occurs when a person is treated less favourably, or not given the same opportunities as others in a similar situation because of their race, the country where they were born, their ethnic origin or their skin colour.

**Responsible person** in relation to a student, means a parent/carer of the student; or if the student has turned 18 or who is a prescribed child, the student; or (c) a person whose details have been provided under section 16(1)(b)(ii)(II) of the *School Education Act 1999*.

**Rules of procedural fairness** - these rules require:

- (a) a hearing appropriate to the circumstances;
- (b) lack of bias;
- (c) evidence to support a decision; and



(d) inquiry into matters in dispute.

**Trauma** for the purpose of standard 7.1 and the definition of reportable incidents, a trauma is a psychological wound or injury suffered at school or during a school-related activity [Australian Psychological Society].

**Unlawful discrimination** refers to discrimination in education as defined in the *Equal Opportunity Act 1984 (WA)*, *Racial Discrimination Act 1975 (Cth)*, *Sex Discrimination Act 1984 (Cth)*, *Disability Discrimination Act 1992 (Cth)* and *Age Discrimination Act 2004 (Cth)*.

**Vaping** is the act of inhaling vapour from an e-cigarette

**Violence** is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

## Policy

### Context

Bunbury Regional Community College (BRCC) is a 'Curriculum and Re-engagement in Education' (CARE) School that caters specifically to students who have disengaged from mainstream education. The College offers a full-time alternative education program under the *School Education Act 1999 (WA)*. All students receive a protective behaviours and sexual abuse prevention education as part of their learning at BRCC.

BRCC uses a values-based, age and developmentally appropriate, and trauma-informed approach to student behaviour.

BRCC provides an inclusive, safe, friendly, and supportive environment for students. Violence, intimidating and/or bullying behaviours between or towards students or staff is not acceptable. Any behaviour that seriously affects or endangers another person at the College will be addressed.

This policy along with the BRCC Student Code of Conduct establishes the behavioural expectations for students, along with providing information about the structures that are available to students to support, improve and develop their social, academic, physical, and emotional wellbeing.

BRCC uses a values-based, age and developmentally appropriate and trauma-informed approach to student behaviour and recognises each student's agency, their right to be heard, and to have a voice in all decisions affecting them. BRCC uses restorative justice principles to with and manage student behaviours. Restorative justice focuses on the harm caused by crime and wrongdoing to people, relationships, and community. Staff may also choose to use the Pikas method for resolving bullying behaviours. Refer to **Appendix 1** for more information.

BRCC will only engage suitably qualified staff, volunteers, and external providers who have satisfied all of the necessary mandatory screening procedures such *the Working with Children (Criminal Record Checking) Act 2004*. This is to support the College's commitment to Child Safety.



The College will report and respond to any inappropriate conduct by members of the College community in accordance with the mandatory reporting requirements, and the requirements of the Registration Standards 7 and 10.

The Principal in consultation with the Executive Team or their delegate shall have the authority to exclude a student in serious cases of misconduct. Exclusion is an extreme disciplinary action reserved for cases of serious misconduct, serious breaches of school rules, or repeated behaviour that is persistently disruptive. Given the significant implications for the student and their family exclusion is, therefore, to be applied as a last resort.

Some students may require individual support or intervention due to risk, safety, or health, so will ensure students have individual plans to support them.

BRCC promotes and encourages student attendance and proactively responds to restore student non-attendance.

BRCC ensures its employees are appropriately trained and competent in matters relating to student safety, health, behaviour, and wellbeing.

BRCC is committed to always providing a totally smoke-free environment.

## **Pastoral Care Team**

BRCC has an experienced pastoral care leadership team led by the Senior Social Workers and Campus Managers. The College provides this pastoral network in the event that it needs to assist particular students or to refer students to the College psychologist, counsellor, youth workers, or professional groups outside the College.

## **Professional Development**

The College encourages and supports staff in accessing a wide range of professional development opportunities in the area of pastoral care. Staff are required to complete a Professional Development Plan at the start of each year.

## **Accountability**

BRCC requires all members of the College Community to be accountable for their words and actions in line with this policy and the BRCC Code of Conduct.

## **Roles and responsibilities**

Providing pastoral care, positive behaviour support, and managing student behaviour are a collective responsibility. The roles and responsibilities of BRCC staff, students, parents/carers, are outlined below.

### **BRCC Teachers, social workers, youth workers and education assistants**

- display and regularly discuss the BRCC Student Code of Conduct and school values and what they mean with students;
- build a positive relationship and rapport with students and parents/carers built on mutual respect;



- explicitly teach and model appropriate behaviours; Pastoral Care and Positive Behaviour Support
- promote and support positive behaviour;
- use co-operative learning strategies to encourage positive social behaviours;
- collaboratively develop advisory rules/responsibilities and behaviour with students that are consistent with this and other BRCC policies;
- clearly articulate the advisory rules/responsibilities and procedures to students and parents/carers and display them in the classroom;
- use active and reflective listening and debrief with students following inappropriate behaviour;
- report student behaviour to parent/carers and/or the school leadership as appropriate and at an early stage;
- develop and implement a Behaviour Management Plan for individual students requiring additional behaviour support;
- immediately report non-suicidal self-injury or suicidal behaviour to the Principal or Campus Manager;

### Students

- uphold our Student Code of Conduct and BRCC Values;
- take advantage of learning opportunities for themselves and their peers;
- ensure their behaviour is not disruptive to the learning of others;
- be inclusive and encourage others; and
- ensure they attend class, are on time, and prepared for learning.

### Parents and Carers

- co-operate and support staff in matters relating to their child;
- discuss matters related to the rights of their child in an appropriate forum;
- set an example by modelling positive behaviours;
- support their child's physical and emotional well-being so they can learn effectively, including ensuring they are provided with adequate nutrition and sleep; and
- support their child in being at school on time and prepared for learning.

### Principal, Campus Managers and Senior Social Workers

- ensure consistency in the implementation of BRCC Policies throughout the school;
- inform parents about the Code of Conduct and our School Values;
- support teachers to build positive relationships with students so that an effective learning environment can be established and maintained;
- manage serious and severe behaviour;
- provide a link between parents and staff when required;
- support teachers with providing positive behaviour support; and
- help develop and assist with plans for individual students requiring extra support.

### The Big Picture Education Program

BRCC incorporates programs covering aspects of pastoral care, resilience, and wellbeing within the Big Picture Design to meet the needs of all students in its care. BRCC and the Big Picture Design are strengthened by the College's value-led approach to pastoral care and a genuine commitment to a whole-of-school approach to the wellbeing of students.





BRCC also incorporates the Circle of Courage into its ethos. The Circle of Courage is a model of youth empowerment that identifies the four vital signs for positively guiding youth through belonging, mastery, independence, and generosity. These growth needs are essential for well-being, being innate and a natural part of human development.

Our education programme comprises two inter-related components of education, referral, and counselling.

### Health Education Program and Mental Wellbeing

BRCC supports and educates its students at the various stages of their learning in the value of developing and living a healthy lifestyle. BRCC's Education Program includes the teaching of factual information about attitudes and values, decision-making skills, and appropriate information about support systems. In 2022 an Alcohol and Drugs Curriculum was introduced.

### Referral and Counselling

BRCC provides students with professional support by social workers and youth workers, and for referral and counselling. BRCC has counselling services available to those who voluntarily seek help with issues associated with wellbeing. Discretion and confidentiality are always observed.

### Bullying

Bullying is a deliberate and repeated form of behaviour intended to hurt, threaten, or frighten another person. Bullying in any form is not acceptable at BRCC from any person, at any level, at any time, or for any reason. For more information refer to the BRCC *Discrimination, Harassment and Bullying Policy*.

Bullying involves the perception, by the bully or by others, of an imbalance of social or physical power. Bullying can come in many forms including physical, verbal, emotional/psychological (e.g. exclusion, threatening gestures), cyber and bystander bullying.

Bullying in any form is never okay.

The following behaviours can be a part of bullying:

- making hurtful comments;
- deliberately punching, hitting, bumping, or tripping;
- repeatedly "putting down" someone;
- making threats;
- deliberately ignoring or avoiding a person;
- taking, hiding, or damaging personal property; and
- sending unpleasant notes (handwritten, electronic or on social media).

Bullying is a whole college community concern. Everyone in our college community who sees, hears, or observes bullying has a responsibility to take action by reporting the problem to a staff member, even when they are not personally affected.

Students, parents/carers, and staff all have roles in preventing and responding to incidences of bullying.

Students need to:

- believe they have a right to feel safe and valued;



- tell the bully to stop
- talk calmly and firmly and say that their behaviour is not acceptable;
- report all bullying.

Students should not try to deal with incidents of bullying on their own. Students can help others who are being bullied by supporting them in a non-aggressive way.

Parent/carers can help by:

- taking an active interest in their child's social life and what is happening at school;
- encouraging their child to bring friends home and to accept and tolerate differences in others;
- making sure their child understands the College's expectations of their behaviour;
- building their child's self-confidence by recognising their positive qualities and valuing them for who they are;
- being alert for signs of distress in their child such as unwillingness to attend school or lower academic performance;
- listening to their child and acknowledging their feelings and fears;
- discussing and encouraging constructive ways to respond if their child's rights are being infringed; and
- reporting suspected bullying to their child's advisory teacher, Campus Manager, or the College Principal.

BRCC Staff:

- do not tolerate bullying;
- explicitly teach anti-bullying strategies;
- be alert to changes in a student's demeanour or behaviour;
- respond to all reports of bullying by working with students and their parents/carers;
- listen to students and encourage constructive ways of responding; and
- may use the 'Pikas Method of Shared Concern' in responding to bullying allegations and incidences. (Refer to **Appendix 1**)

## Student Code of Conduct and Dress Code

A Student Code of Conduct and Student Dress Code has been developed by BRCC students. Please refer to the BRCC Student Code of Conduct and Dress Code.

### Dress standards

BRCC does not have a compulsory school uniform. Students are expected to dress in a manner that is neat, clean, and reasonably modest at all times, and that is no different to what would be expected in a workplace.

## Smoking, Vaping, Alcohol and Drugs

### Alcohol and drugs on college premises

Students and staff are not allowed on BRCC premises or to use its facilities when adversely affected by alcohol or other drugs. The possession, use or sale of illicit substances on college premises is forbidden.

### Smoking and vaping



The sale and supply of tobacco products and smoking implements in Western Australia is governed by the *Tobacco Products Control Act 2006*. Under the Act, it is illegal for a person or a licence holder to sell or supply a tobacco product or smoking implement to a child, a person under the age of 18 years.

E-cigarette devices have been found to resemble a tobacco product and are not permitted to be sold by tobacco or other general retailers in WA. It is illegal to sell, supply or possess an e-cigarette or any liquid that contains nicotine in Australia without a doctor's prescription.

Source: [Electronic cigarettes in Western Australia \(health.wa.gov.au\)](http://health.wa.gov.au)

E-cigarettes can contain water, flavours, solvents, and nicotine. Chemicals found in e-cigarettes, e-liquids, and the aerosol smoke or "vapour" that they generate include very fine particles; heavy metals such as nickel, tin, and lead; volatile organic compounds such as benzene, which is found in car exhaust; and poly-cyclic aromatic hydrocarbons such as naphthalene, found in mothballs. All of these are known to be toxic, including chemicals that can cause cancer.

Many e-cigarettes contain nicotine, which is the highly addictive and poisonous chemical also found in tobacco. Even though an e-cigarette's packaging might say it is nicotine-free, testing has shown that many e-cigarettes sold in Australia are labelled incorrectly and in fact do contain nicotine.

E-liquids can come in thousands of different flavours, such as tobacco, confectionary, fruit, and other flavours. This makes them very attractive to students who may seek to use them as an alternative to cigarettes and/or tobacco.

Tobacco smoke is a health hazard to all students who may be exposed to it and has been directly linked to a range of serious diseases including lung cancer and heart disease.

BRCC is committed to ensuring that smoking and vaping is prohibited on all college sites and premises including school buildings, gardens, and car parks.

Students are not permitted to smoke or vape any type of product or substance at any time while at school or on the college premises.

## Student Responsibility

Students are responsible for ensuring they comply with this policy.

## Disciplinary Procedures

Disciplinary Procedures for supplying tobacco to other students as well as smoking on premises:

### **First Incident**

The student will be spoken to about the behaviour and advised not to repeat it. Parent/carers to be notified

### **Second Incident**

Parent/carers to be notified and a meeting to be arranged with Campus Manager – Possible suspension.

### **Third Incident**

Parent/carers to be notified and an interview with the Principal and Campus Manager – Possible exclusion (This would be at the discretion of the Principal).



## Applicable Legislation and Policies

School Education Act 1999  
School Education Regulations 2000  
School Curriculum and Standards Authority Act 1997  
Child Protection and Child Safe Policy  
Code of Conduct  
Critical and Emergency Incidents Policy  
Discrimination, Harassment and Bullying Policy  
Extreme Weather Policy  
BRCC Healthy Food Guidelines

## Policy Review Date

This policy is due for review annually to take account of any changes to relevant legislation or regulations or to the College's operations and practices and to make sure it remains appropriate to the changing environment.

## Contact BRCC

Web <http://www.brcc.org.au/contact/>

Email [admin@brcc.org.au](mailto:admin@brcc.org.au)

Phone 6724 6971

Bunbury Campus: Level 1/16 Victoria Street, Bunbury

Busselton Campus: 50 Albert St, Busselton WA 6280

Approval Process	New Policy or Amendment	Minor Amendment or Review
<i>First Approved</i>	December 2016	July 2021
<i>Reviewed</i>	April 2022	May 2022
<i>Endorsed by Principal</i>	June 2022	
<i>Approved by Director</i>	June 2022	
<i>Governing Council Reading</i>	June 2022	
<i>Next Review</i>	April 2023	

## Appendix 2 – Restorative Justice and the Pikas Method

### Restorative Justice

**Restorative justice is a theory of justice that focuses on the harm caused by crime and wrongdoing to people, relationships, and community.**

<p style="text-align: center;"><b>RESTORATIVE JUSTICE PRACTICES</b></p> <ul style="list-style-type: none"><li>• Builds relationships.</li><li>• Strives to be respectful to all.</li><li>• Provides opportunity for equitable dialogue and participatory decision-making.</li><li>• Involves all relevant stakeholders.</li><li>• Addresses harms, needs, obligations, and causes of conflict and harm.</li><li>• Encourages all to take responsibility.</li></ul>	<ol style="list-style-type: none"><li><b>1. IF CRIME HURTS, JUSTICE SHOULD HEAL.</b> The focus is on repairing harm if it has occurred</li><li><b>2. NOTHING ABOUT US WITHOUT US.</b> Those impacted feel welcome and safe to speak and participate.</li><li><b>3. THERE IS SIMPLY NO SUBSTITUTE FOR THE PERSONAL.</b> Building respectful relationships is foundational and an outcome of any process.</li><li><b>4. THIS CAN WORK, I CAN LIVE WITH IT.</b> Agreements are made by consensus</li><li><b>5. I AM WILLING TO DO THIS.</b> Participation is voluntary.</li></ol>
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Restorative provides a framework for addressing and preventing harm that moves beyond punishment towards healing. As a practice, restorative justice processes most commonly bring together people affected by harm in a safe, structured, and facilitated way, to talk about what happened, how they were impacted and how the harm can be repaired or addressed.

Restorative justice practices can be applied in many ways, some of which include:

- Victim offender mediation – brings together a person who has been harmed with the person who caused the harm to have a conversation about what occurred. The emphasis is on being heard, understood, having questions answered, taking responsibility, showing remorse, and contributing towards healing.
- Restorative justice conference – brings together a person/people who have been harmed, the person/people who caused the harm and any other impacted college community members (e.g. Family, other students) to have a conversation about what occurred. The emphasis is on being heard, understood, having questions answered, taking responsibility, showing remorse, and contributing towards healing.
- Talking circle – brings the people together in order to increase understanding of one another, strengthen relationships and potentially solve challenges by exploring harms, needs, obligations and solutions.
- Restorative engagement -brings together the person harmed with a senior leader of the institution in which the harm occurred to outline their personal account of harm, its impact, the ongoing effects and to receive a personalised and genuine acknowledgement of the resulting harm.



There is no one set way of 'doing' restorative justice. Practices are flexible and responsive to individual and college's needs.



### **Pikas Method of Shared Concern**

This method aims to change the behaviour of students involved in bullying incidents and improve the situation of the student being bullied. The method employs a non-punitive, non-blaming and non-aggressive approach to individual and group discussion of the incidents.

Each student involved in the bullying incident participates in a series of individual discussions with a staff member, beginning with the student who witnessed the bullying incident.

Clearly defined steps are used to reach a point where the student/s bullying agrees that the student being bullied is having a difficult time. The student is then encouraged to suggest and try out ways of helping to improve the situation for the student being bullied.

The student being bullied is also provided with the opportunity to discuss the incident and encouraged to consider ways in which he/she can improve his/her own situation.

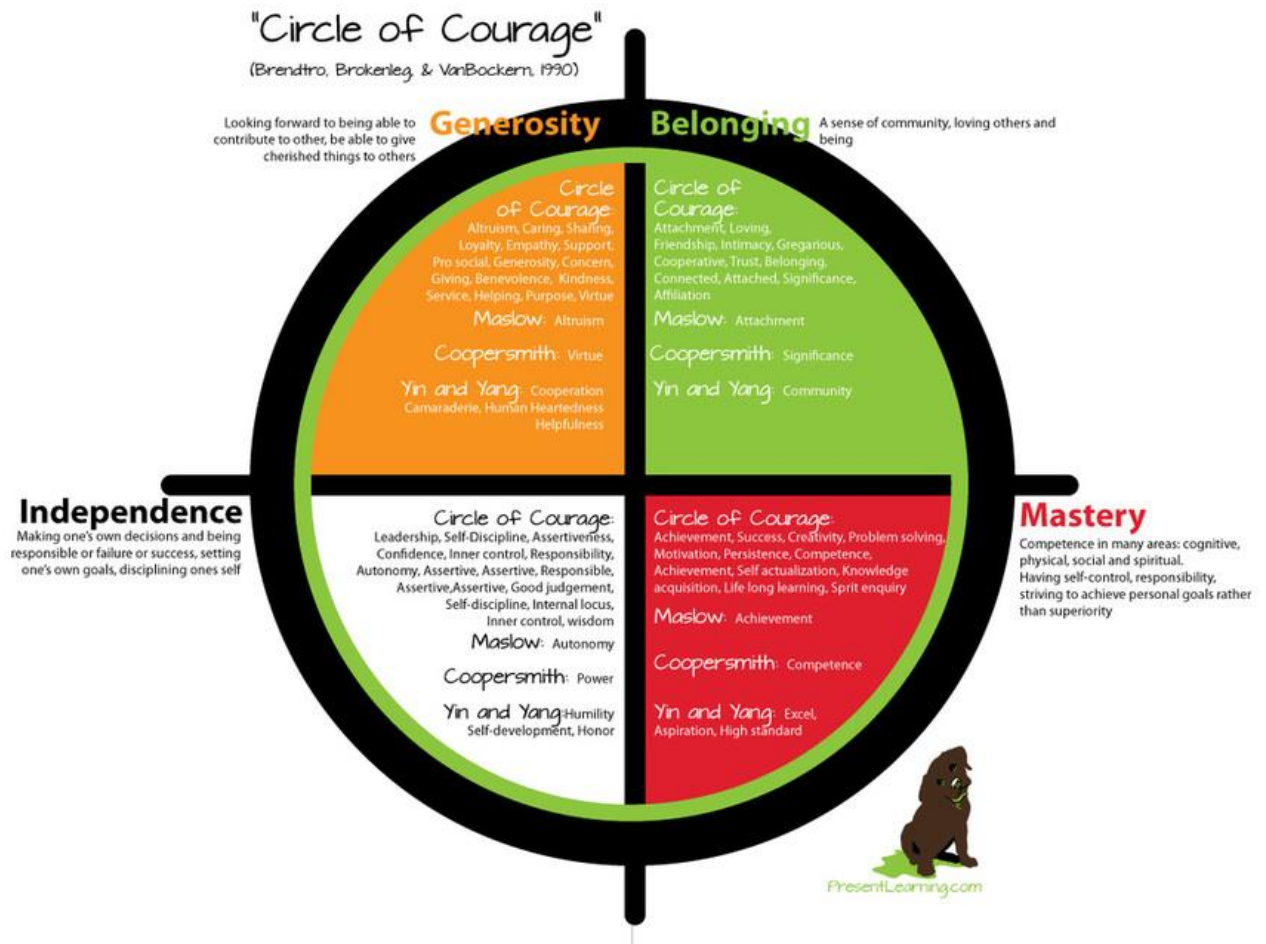
This method of managing bullying incidents is based on the following principles:

- bullying often occurs in a group context;
- changing the social dynamics that maintain bullying will prevent further bullying incidents;
- promoting a shift in behaviour encourages empathy and concern for others; and



- punitive measures model and reinforce the use of power to meet needs and wants and put students at risk of revenge.

## Appendix 2 – Circle of Courage



The Circle of Courage is a model of youth empowerment that identifies the four vital signs for positively guiding youth through belonging, mastery, independence, and generosity. These growth needs are essential for well-being, being innate and a natural part of human development.

