**St Mary's Catholic Primary School**

**Anti Bullying Guidelines**

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**2018**

**St Mary's Catholic Primary School**

**Anti Bullying Policy**

**Purpose**

At St Mary’s Catholic Primary School, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we [students, staff and parents] all share a responsibility for preventing it.

This policy builds on the school's Pastoral Care and Behaviour Management Policies to provide clear procedures and strategies to prevent, reduce and respond to bullying.

**Policy Framework**

Flowing from the vision expressed in the Diocesan Pastoral Care Policy and the Anti-Bullying Policy- Promoting Safety, Positive Behaviour and Social Inclusion for The Diocesan Schools System, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice. In witnessing Christian values we reject ideas, beliefs and behaviours which marginalise or victimise people.

**Definition**

Whilst there is no universally accepted definition of bullying, there is general consensus that bullying behaviour:

* is deliberate and repeated
* intends to cause fear, distress, hurt or harm to another
* is action by a more powerful individual or group over a less powerful individual or group

Bullying takes many forms, all of which will cause distress. Examples of bullying include:

* *Physical* - hitting, pushing, tripping, kicking, spitting on others etc
* *Verbal* - teasing, using offensive names, ridiculing, spreading rumours etc
* *Non-Verbal/Emotional* - writing offensive notes or graffiti about others, using   
  e-mail or text messaging to hurt others, rude gestures, exclusion, etc
* *Exclusion* - deliberately excluding others from group, refusing to sit next to someone etc
* *Extortion* - threatening to take someone's possessions, food or money etc
* *Property* - stealing, hiding, damaging or destroying property etc
* *Cyber* - any form of bullying which is carried out through electronic means such as mobile phones, email, chat room, social networking, ‘sms’, web page etc

**How do we prevent bullying at St Mary’s School?**

We believe, based on research, that prevention strategies through education that involve the whole school community [students, staff and parents] are more likely to reduce bullying. Therefore, at St Mary’s Catholic School we recognise that we all share the responsibility to prevent bullying. The Catholic Worldview which represents the antithesis of bullying will be taught explicitly, continually modelled, clearly demonstrated and generously affirmed across all facets of school life.

**At St Mary’s Catholic School we adopt the following strategies to prevent bullying:**

Explicit teaching of positive behaviours embedded within the curriculum.

**Positive Behaviours for Learning (PBL)**

Our behaviour management strategies include explicit PBL lessons on Listen, Love and Learn which are taught during Religious Education and Personal Development and Health and underpin all other curriculum areas

**Peer Support**

Anti Bullying Modules:

Relationships

Resilience

Values

Optimism

Keeping Friends

**Seasons for Growth:**

A program helping children who have experienced some grief and loss through death, divorce or separation.

**Community Circles:**

Community Circles are a way of ensuring a collaborative, respectful approach to discussions.

**PDH Units of work:**

Me and My Mates (ES 1)

Who Am I ? (S 1)

Getting along with others, (S 1)

Me Myself and I (S 2)

You, Me and Us (S 3)

Personal Power (S 3)

Regularly developing, recognising and acknowledging students who demonstrate appropriate behaviours that promote and restore right relationships

Weekly class awards

St Mary’s Values awards

Sport awards

Student Leadership Program

Student Representative Council

Stage 3 and Kindergarten Buddy Program

School Assemblies

Regular communication of achievement in the newsletter.

Vigilant classroom, playground and transition supervision

Teachers are prompt for playground duty.

Teachers accompany class to and from the playground areas for playtimes.

Teachers accompany class to playground for dismissal after school.

Activities and rostered Oval Days organised for lunchtimes in order to meet children’s interests and enable more productive use of the playground.

Provision of safe and structured playground spaces and activities at break times

Adequate supervision on playground.

Students are aware of expectations and activities appropriate to specific areas.

Provision for recording WH&S issues with prompt action by WH&S committee.

Structured activities in specific parts of playground

Designated areas for grades and restricted areas.

Timetabled use of play equipment, areas of playground, Manly Beach and Manly Oval

Lunch Club, Library, Homework Club, Music Club and Choir for specific grades at break times

At St Mary’s Catholic School **students** are encouraged to:

* *take some positive action to stop the bullying if they observe an incident*
* *report the bullying incident to a teacher as soon as possible*
* *make it clear to their peers that bullying is not accepted*

At St Mary’s Catholic School, **staff** are expected to:

* *take some positive action to stop the bullying when they observe an incident*
* *pass on information about any reported or observed bullying behaviours to the Principal / Assistant Principal / Pastoral Care and Well-being Coordinator for further action*

At St Mary’s Catholic School, **parents** are encouraged to:

* *listen to their child and encourage their child to speak to their teacher at school*
* *contact the school if they have a concern (e.g. Principal , Assistant Principal;/ Class Teacher)*

**How do we respond to bullying at St Mary’s Catholic School?**

Bullying is viewed as a major breach of the school rules and behavioural expectations and therefore follow up action will align with our School’s Behaviour Management and Student Discipline Policy.

Any reports of bullying will be investigated and appropriate action will be taken promptly. The response to bullying will include:

1. guidance and other support for the recipient of the bullying (eg re-skilling and re-teaching of strategies, resilience and social skills, counselling, conflict management skills, social networking etc)
2. guidance and support for ‘bystanders’, ‘supporters’ and witnesses of the bullying (eg intervention strategies etc)
3. age appropriate and consistent sanctions for the student who bullied   
   (eg consistent with School Behaviour Management Policy)
4. interventions and support for the student who bullied included in a Behaviour Support Plan (eg specific interventions developed to reduce the bullying behaviour, teaching of replacement behaviours, reinforcers etc)
5. where appropriate informing parents as stated in the policy and involving them in any action and follow up

**Procedures for investigating bullying and follow up**

In discerning appropriate responses to bullying, school leaders need to balance the collective welfare of the school community with the individual needs of the student.

* Preliminary interview(s) will be conducted to ascertain the specific nature of the bullying. These interviews should be with individuals initially (ie student being bullied, students witnessing bullying, student engaging in bullying behaviour, staff etc)
* The initial interviews should focus on the safety of individuals. This should include:
  + a clear statement on the consequences if the bullying continues or if there are any reprisals as a result of the reporting of the incident
  + immediate preventative actions that will be implemented to avoid further incidents.
* Decisions will be made as to the level of severity of the incident and whether the parents of those involved need to be informed.
* Follow up interviews should focus on appropriate strategies to assist and support all involved within a Behaviour Support Plan. This Plan will specifically identify the inappropriate behaviours, name the replacement behaviours, outline strategies to support the replacement behaviours and reinforcers (both negative and positive) when behaviours occur.
* A record of the separate interviews should be kept.
* Regular monitoring and follow up with the students involved is necessary. (for example daily, prior to and after break times etc)
* Review of the Behaviour Support Plan will take place to modify strategies and supports.
* Any further recurrence of bullying may result in an issue of warning re suspension and could lead to the implementation of suspension procedures and, if necessary, removal of the student from the school through:

- Suspension pending negotiated transfer,

- Negotiated transfer or

- Expulsion

**SUPPORT CONTACTS-**

Police Youth Liaison Officer- Senior Constable ROBYN JENNINGS / Youth Liaison Officer  
Northern Beaches Local Area Command / NSW Police Force  
Cnr Fisher Road & St David Ave Dee Why NSW 2099  
Phone: 9971 3322/Eaglenet: 52322/fAx: 99713375/Eaglefax: 52375  
Email: [jenn1rob@police.nsw.gov.au](mailto:jenn1rob@police.nsw.gov.au)

**Graduated Response Chart for St Mary’s**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Action** | **Step 1**  Alert student | **Step 2**  Caution the  student | **Step 3**  Teacher/  student/ parents  develop program | **Step 4**  Call on external  assistance | **Step 5**  Follow-up to  external assistance |
| **Why** | To refocus, to  return to the  appropriate  activity, to make  the student aware that the behaviour is inappropriate. | To stop the  disruptive  behaviour. | To assist student  to modify  unacceptable  behaviour. | To set up a  support group to  manage  concerns about  student  behaviour. | To monitor and  follow up formal  action plan. |
| **When** | When student's  behaviour is  disruptive, or  school rules are  being broken | When  inappropriate  behaviour  continues. | When student's  behaviour  continues to  intrude upon  teaching and  learning time, or  school rules  continue to be  broken. | When the student's  behaviour  intrudes upon  teaching and  learning time  beyond manageable limits, school rules being  broken which  threaten the safety or dignity of others, harassment or  bullying. This is  a serious breach of the Behaviour  Code. | At regular intervals  after action plan has been implemented. |
| **How** | Ask student to  return to what  he/she is  supposed to be  doing, student  makes  restitution. | Relocate  student within  classroom,  student  makes  restitution. | Restitution, by  negotiating a  rewards system,  through use of a  communications  book with parents,  by making a  contract between  teacher and  student. | Parents, senior  staff members  and external  support bodies  assist the  teacher and  student to  develop a plan  of action to  manage student  behaviour. | Through a series of  support group  meetings involving  all members in Step  4. |
| **Who** | Student  Teacher | Student  Teacher | Student  Teacher  Parents | Student  Teacher  Parents  Principal  External  Consultant(s) | Student  Teacher  Parents  Principal  External  Consultant(s) |
| **Action** | **Step 6**  Issue warning | **Step 7**  Suspension  procedures | **Step 8**  Suspension  pending  negotiated  transfer | **Step 9**  Negotiated  Transfer | **Step 10**  Expulsion |
| **Why** | Action plan is  deemed  unsuccessful | Action plan  has failed to  modify  seriously  disruptive  student  behaviour | Suspension  procedures have  not modified  student behaviour | Negotiations are  complete and  suspension  period is over | Student's behaviour has not changed. Student is deemed to be a threat to the wellbeing or safety  of others. Negotiated transfer  has not occurred. |
| **When** | Prior to any  action being  taken towards  putting major  sanctions into  play. | When all of  the above  steps have  been  unsuccessful.  A serious  breach has  occurred. | When all internal  and external  resources  available to the  school have been  unsuccessful in  modifying student  behaviour. A  serious breach  has occurred. | Negotiations  with alternative  location, parents  and student are  successful. A  serious breach  has occurred | When previous  major sanctions  have been  unsuccessful or  deemed  inappropriate. A  serious breach has  occurred. |
| **How** | A written  warning, where  appropriate, is  issued outlining  potential  consequences  for continued  serious breaches  and/or  inappropriate  behaviour. | The student's  right to attend  the school is  withdrawn for  a temporary  time.  Appropriate  activities to be  undertaken by  the student to  modify  behaviour. | Through  consultation with  and research of  alternative  locations and  environments.  Consultation  between staff and  parents to  determine optimal  re-location. | Re-enrolment at  new location.  Where  appropriate,  offer assistance  to student/  family to ensure  positive relocation | After consultation  with Parish Priest & Schools Consultant,  Principal makes  recommendation to the Director of  Schools. Recommendation  is then reviewed by an Advisory Panel. Director shall make  a determination  based on report  from the panel. |
| **Who** | Principal  In the absence of  the Principal  Assistant  Principal | Student  Teacher  Parents  Schools  Consultant  Parish Priest Principal | Student  Teacher  Parents  Schools  Consultant,  Parish Priest  Principal | Student  Teacher  Parents  Schools  Consultant  Parish Priest  Principal | Student  Teacher  Parents  Schools Consultant  Parish Priest  Advisory Panel  Director of Schools  Principal |

Reviewed 2020