

St Mary's Catholic Primary School Anti Bullying Guidelines



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

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	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

		student behaviour			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