BULLYING Prevention POLICY

SAFE INCLUSIVE RESPECTFUL ENVIRONMENTS

Dignity- in everything, do to others what you would have them do to you
Matthew 7:12
"At the core of our being each one of us has the identity of being a child of God,
made in his image and likeness".

POLICY

Key characteristics of The Australian Student Wellbeing Framework (ASWF) informs the content of this policy and reminds us of our school's duty of care to the safety and wellbeing of students, teachers and community.

COMMITMENT TO CHILD SAFETY

St Fidelis Primary School is committed to the safety and wellbeing of all children. This is the primary focus of our care and decision making. St Fidelis has zero tolerance for child abuse. St Fidelis rejects all forms of bullying behaviours, including online (cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Leadership staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur. It is our professional duty of care to respond to incidents and allegations of bullying behaviour, passing on relevant information to the leadership team.

PURPOSE

The purpose of this policy is to:

- explain the definition of bullying
- make clear that all forms of bullying at St Fidelis Primary School will not be tolerated
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including targets, bystanders and perpetrators)
- seek parental and peer support in addressing and preventing bullying behaviour at St Fidelis Primary School.

SCOPE

This policy addresses how St Fidelis' Parish School aims to prevent and respond to student bullying behaviour. This policy applies to all school activities, including camps and excursions. St Fidelis Parish School recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our Student Wellbeing & Positive Behaviour Management Policy.

DEFINITIONS

Bullying occurs when a child, or a group of children, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another child or damage their property, reputation or social acceptance. This behaviour is done with the intention of causing physical, social and/or psychological harm. In this policy any reference to 'bullying' includes all forms of bullying including cyberbullying.

Misuse of Power - Misuse of power describes an **imbalance of power, or perceived power,** in incidents of bullying, where the children engaging in bullying behaviour, have more power than the victim due to their age, size (not always older or bigger), status, the number of children supporting/engaging in the bullying behaviour, or other reasons.

Behaviours that Cause Harm
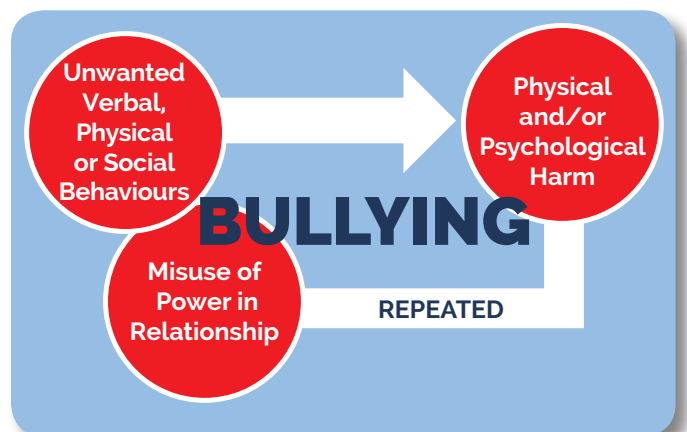
THE TYPES OF BULLYING INCLUDE:

Direct physical bullying (Overt) – e.g. hitting, tripping, poking, kicking, pushing, damaging or stealing belongings

Direct verbal bullying (Overt) – e.g. name calling, put downs, threats, homophobic or racist remarks, verbal abuse.

Indirect bullying (Covert) – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Harassment can also constitute bullying if it amounts to a pattern of behaviour or course of conduct towards another person that is demeaning, offensive or intimidating.

Cyberbullying via mobile phone, tablets, computer, chat rooms, email, social media or through online gaming sites looks like and sounds like :

SHARING PHOTOS, VIDEO OR AUDIO WITHOUT PERMISSION TO SHAME OTHERS

VERBAL ABUSE/ PUT DOWNS

THREATS TO HARM

HACKING SOMEONE'S ACCOUNT

PRETENDING TO BE SOMEONE YOU ARE NOT

SPREADING RUMOURS

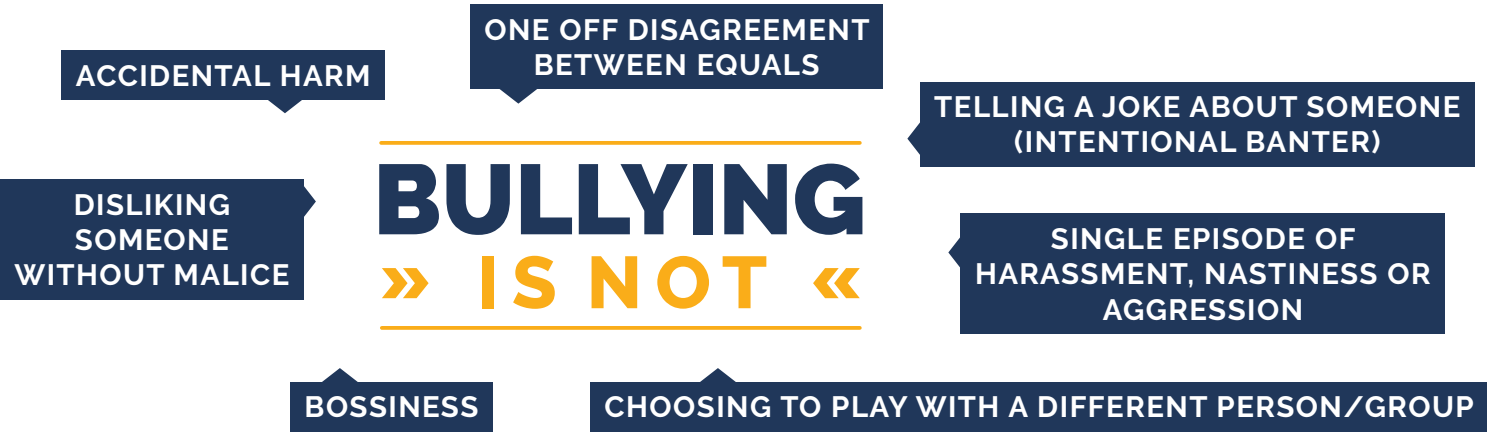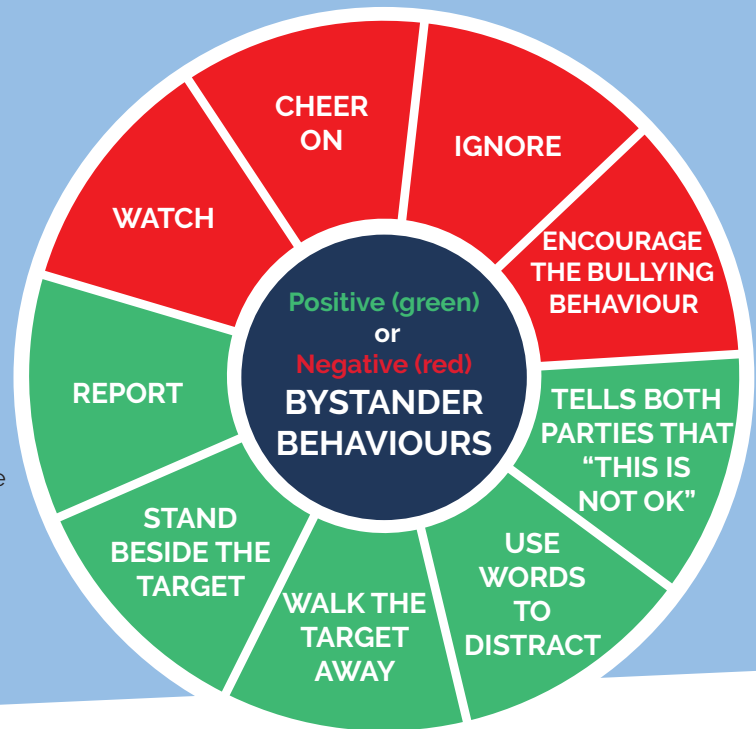## BULLYING MAY BE OBVIOUS (OVERT) OR HIDDEN (COVERT).

Covert behaviours - are hidden and hard to identify. They are nearly impossible to monitor.

Overt behaviours - are direct and obvious, easily noticed and witnessed by bystanders.

Bystanders – are witnesses to the behaviour. They can be teachers, students, parents or staff. The reaction of the bystander can stop bullying quickly or encourage it to continue.

Behaviours that are not bullying by definition, may still be distressing and will be addressed through the school's Positive Behaviour Management Plan. Not all children develop social and emotional skills at the same rate. Home and school are the environments where children learn and practise what appropriate, respectful and acceptable behaviours are.

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

Positive (green) or Negative (red) BYSTANDER BEHAVIOURS

- CHEER ON
- IGNORE
- WATCH
- ENCOURAGE THE BULLYING BEHAVIOUR
- REPORT
- TELLS BOTH PARTIES THAT "THIS IS NOT OK"
- STAND BESIDE THE TARGET
- USE WORDS TO DISTRACT
- WALK THE TARGET AWAY

ACCIDENTAL HARM

ONE OFF DISAGREEMENT BETWEEN EQUALS

TELLING A JOKE ABOUT SOMEONE (INTENTIONAL BANTER)

DISLIKING SOMEONE WITHOUT MALICE

BULLYING
» IS NOT «

SINGLE EPISODE OF HARASSMENT, NASTINESS OR AGGRESSION

BOSSINESS

CHOOSING TO PLAY WITH A DIFFERENT PERSON/GROUP

SCHOOL RESPONSE

There are a number of factors that will be considered when determining the most appropriate response to the behaviour.

When making a decision about how to respond to bullying behaviour, St Fidelis Primary School will consider:
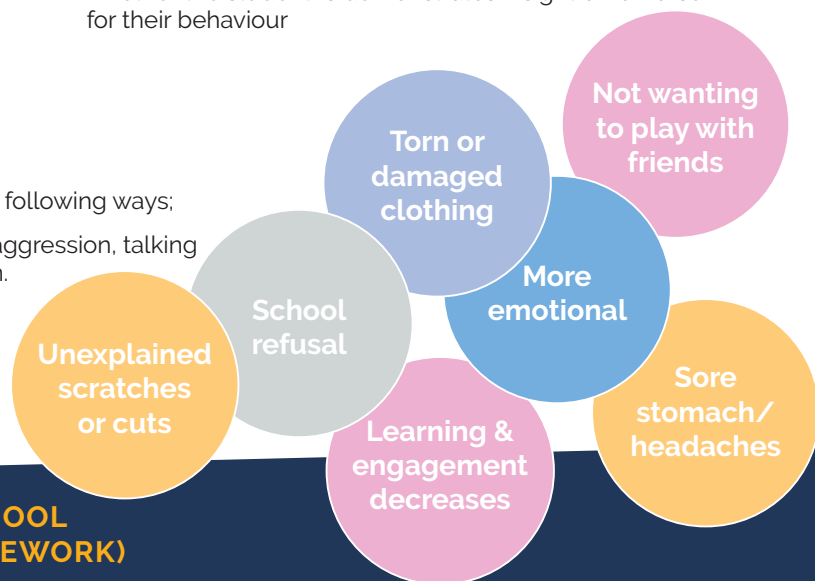
- the age, maturity and additional needs of the students involved

- the severity and frequency of the bullying, and the impact it has had on the victim

- whether the student or students have displayed similar behaviour before

- whether the bullying took place in a group or one-to-one context

- whether the student/s demonstrates insight or remorse for their behaviour

WHAT ARE THE SIGNS?

Children who experience bullying usually show signs in the following ways;

1. **Acting out:** outward signs such as displays of unusual aggression, talking about hating school and getting into trouble more often.

2. **Acting in:** subtle behaviour changes such as moodiness, withdrawing from usual activities, being uncommunicative, pretend illness, bed-wetting and altered sleep patterns.

3. **Tell-tale signs may include:**

(Signs diagram)
- Not wanting to play with friends
- Torn or damaged clothing
- More emotional
- School refusal
- Unexplained scratches or cuts
- Learning & engagement decreases
- Sore stomach/headaches

LEADERSHIP COMMITMENT TO A SAFE SCHOOL (AUSTRALIAN STUDENT WELLBEING FRAMEWORK)

St Fidelis collect data from yard observations and/or use of targeted safety surveys to inform decision making. Data is reviewed regularly at the discretion of the Leadership team. Leadership will monitor incidence's and frequency of harassment and aggression, violence and bullying. This will inform decision making and evaluate effectiveness of policies, programs and procedures.

Culture of Student Wellbeing & Ownership

St Fidelis is committed to providing a child safe environment where children and young people are safe, and their voices are heard about decisions that affect their lives. This policy will be readily available and accessible throughout the school grounds both visually and digitally.

Our school engages in a number of practices to promote Student Wellbeing & Ownership

Wellbeing Incursions	Positive Feedback to families	Additional Needs Meetings
Social & Emotional Learning	Thursday Prayer	Buddies
Insight SRC	Student Led Assemblies	Buddy Bus Stop
School Rules	Opportunities for communication with parents	Wellbeing Meetings with teachers
Social Justice Representatives	Parent Engagement /Info nights	Classroom Meetings

STAFF COMMUNICATION AND PROFESSIONAL LEARNING

We will inform all staff members of incidents where bullying has been identified to ensure a consistent approach.

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing. This includes, discouraging, preventing, identifying, and responding effectively to student bullying behaviour.

CASUAL STAFF/CRT

Casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways;

Office provides CRT with relevant Policies Procedure document prior to engagement	CRT reads policy and procedures	Regular CRT's may be invited to Student Safety/ Wellbeing Professional Learning Opportunities

PARTNERSHIPS WITH FAMILIES AND COMMUNITY

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to prevent, manage and respond to bullying. Communication with families and communities is inclusive but not limited to:

Newsletters | Assemblies | Parent Information Night
School Website - links for Families
Parent Teacher Conversations

REPORTING CONCERNS TO THE SCHOOL (SEE FLOW CHART APPENDIX)

Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour at St Fidelis should contact their child's classroom teacher to arrange a meeting time to discuss their concerns.

WHAT PARENTS CAN DO TO SUPPORT THEIR CHILD AND THE SCHOOL TO PREVENT AND RESPOND TO BULLYING

It helps if parents:

- listen to what your child is saying
- encourage them to be confident to report incidents
- acknowledge and understand their perspective and feelings
- support the child to think through different ways they could deal with the problem
- encourage tolerance and understanding by discussing other perspectives
- encourage other friendships by inviting a friend home
- understand that all children develop social skills at different rates
- keep talking with the school until the child feels safe

It is not helpful if parents:

- get angry or upset
- feel guilty or ashamed
- make their child think it is not important
- blame their child
- blame the school
- accuse people without knowing the facts
- look for scapegoats
- demand to know all the details at once
- contact or approach other parents

WHAT CAN PARENTS DO IF THEIR CHILD IS DOING THE BULLYING?

- make sure your child knows that bullying behaviour is inappropriate and why
- try to understand the reasons why your child has behaved in this way and look for ways to address the problems
- encourage perspective talking e.g. 'How would you feel if …?'
- support the school's response to the incident
- follow through with agreed actions from PSG

As a community, St Fidelis believe that it is never acceptable for parents to demonstrate aggressive behaviour toward school staff, other parents or other children.

SUPPORT FOR WELLBEING AND POSITIVE BEHAVIOURS

At St Fidelis we strive to create and maintain a positive, safe and faith-filled learning community which is inclusive of all students. We do this by living the values of respect, courage, empathy, love and gratitude.

We implement strategies to foster a culture that prevents bullying behaviour by explicitly teaching and encouraging positive behaviour expectations.

The following strategies are important tools in this process;

- Explicitly teach school wide expectations in specific settings
- Use of a positive incentive program to encourage appropriate behaviour
- Use of effective and consistent consequences to discourage inappropriate behaviour

EARLY INTERVENTION AND TARGETED SUPPORT

St Fidelis acknowledge that the targeted child, child engaging in bullying behaviours and bystanders may require support. We acknowledge that some children may have social skills lag and require explicit teaching of skills.

Early intervention and targeted support may look like one or more of the following:

- PSG Meetings to create a Positive Behaviour Management Plan
- Surveys to gather information and identify learning opportunities
- Devising implementation of a safety plan
- Recommendation for external counselling
- Guidance through CEM support channels/external providers
- Playground observation/supervision

ENGAGEMENT, SKILL DEVELOPMENT & SAFE SCHOOL CURRICULUM

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum through Health/PE, Personal & Social Capabilities and child safety lessons. Our safe school curriculum may engage external resources to build capacity in developing safe and protective behaviours in both online and school environments.

The following websites and resources provide useful information for parents and schools on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

- Bully Stoppers
  https://bullyingnoway.gov.au/PreventingBullying/Planning/Pages/School-policy.aspx
- Kids Helpline
  https://kidshelpline.com.au/
- Lifeline
  https://www.lifeline.org.au/
- Bullying. No way!
  https://bullyingnoway.gov.au/PreventingBullying/Planning/Pages/School-policy.aspx
- https://beyou.edu.au/

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policies:

- Child Safety Policy
- Behaviour Management Policy
- Cyber Safety Responsible User Policy
- CEOM Pastoral Care Policy

EVALUATION

This policy will be reviewed annually or earlier as required. School data of reported incidents and responses to bullying incidents will be analysed to ensure that the policy remains up to date, practical and effective.

Data will be collected through:

- discussion with students
- student bullying surveys/ safety surveys
- staff surveys
- parent surveys
- assessment of school data e.g. Attitudes to School Survey
- assessment of school based data including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented.

Proposed amendments to this policy will be discussed with staff, school board, students, families and the wider community

REVIEW CYCLE

This policy is scheduled for review in 2020

This policy was completed on 9th May 2019

PRINCIPAL NAME:		SIGNATURE	
DEPUTY PRINCIPAL NAME:		SIGNATURE	
STUDENT WELLBEING LEADER NAME:		SIGNATURE	
CHAIRMAN (SCHOOL BOARD) NAME:		SIGNATURE	
STUDENT LEADER NAME:		SIGNATURE	
STUDENT LEADER NAME:		SIGNATURE	
CONSULTANT NAME: ANGE GODINO (BULLY ZERO)		SIGNATURE	

APPENDICES

Appendix 1. Flow Chart of 1st Response

```
Parent/Child or Teacher witness and/or report incident
        ↓
Leadership and or Staff allocated to meet both parties seperately in supportive environment to gather facts
        →  Complete -Bullying Incident -Staff report
        ↓
        →  One off behaviour 1st incident?
                → Yes →  Follow up checking with all involved to reinforce strategies
                              →  • Apology
                                 • Removal of priveledges
                                 • Circle Time/ class meetings
                                 • Respectful Relationship
                                 • Curriculum and/or Social
                                 • Skills lessons
                → No ↓
                Serious Incident = BULLYING causing phsycial or emotional harm (repeated and intentional)
                              →  Refer to Pastoral Care policy & Serious Incident Policy & Behaviour Support Guidelines (CEM 2.26)
        ↓
Behaviour management support group set up (CEM 2.26)
        ↓
Member of Leadership Team inotifies parents of all involved
        ↓
With families Complete a Safety Plan and/or Positive Behaviour Support Plan
        →  Inform staff of PBSP
                **Bullying unresolved**
                →  Call SWIL info line or ask for School Wellbeing Education Officer
                        ↓
                Follow procedure for recommendation to external Agencies for ongoing support & monitoring
                        →  • Psychologist
                           • Royal Childrens Hospital
                           • Mental Health Unit
                           • Austin CAHMS unit
                           • Head Space (12 years)
                        ↓
                In-school suspention or Out-of-school Suspension at discretion of Principal
                        **Bullying resolved** →
                        ↓
                Community Conference with trained Consultant at leadership discretion
                        →  Negotiated Transfer with family and school support
                        →  Expulsion only in serious cases where negotiated transfer is not possible
        ↓
Inform all staff of PBSP
        **Bullying resolved**
        ↓
Follow up Check in's with teacher, child & parent
        ↓
File all corresponence in children's file.
```