

# ST LUKE'S CATHOLIC PARISH SCHOOL, Capalaba



## ANTI-BULLYING POLICY AND PROCEDURES

Edited August 2015

## **PURPOSE**

### **Acting Against Student Bullying – Anti Bullying Policy and Procedure**

St Luke's Catholic Parish Primary School has adopted the Brisbane Catholic Education definition of bullying and therefore is continuing to develop Anti –bullying guidelines that reflect both system and government requirements. St Luke's is committed to providing a safe learning environment for its students, staff and parents. The guidelines, anti-bullying policy and procedures should be understood and developed in the wider context of student protection, protective behaviours and School Wide Positive Behaviour Support. All of these important areas are currently addressed at St Luke's in ongoing and positive ways.

Early communication, identification and prevention are key factors in addressing bullying, and students, parents and staff all have a positive role to play in this process. The policy, procedures and guidelines are a reflection of St Luke's vision for learning and are lived daily by being **Respectful**, and **Responsible** which in turn builds **Right Relationships**.

#### **Rationale:**

Brisbane Catholic Education believes everybody in our schools has the right to feel safe. Therefore bullying behaviour in BCE schools is unacceptable.

#### **A Definition of Bullying:**

A person is bullied or victimised when he or she is exposed repeatedly, and over time, to negative action on the part of one or more persons. (Olweus 1984)

Bullying involves:

- A desire to hurt
- A hurtful action (physical, psychological or social)
- A power imbalance
- (typically) repetition
- An unjust use of power
- Evident enjoyment by the aggressor and
- Sense of being oppressed on the part of the victim (Rigby 1996)

Bullying does not involve:

- One off social isolation/rejection
- Random acts of aggression, intimidation or meanness
- Normal conflict
- Friendly teasing

Forms of bullying:

- Physical: any form of violence or threat, intimidation
  - Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation
  - Emotional: excluding, tormenting, ridicule, humiliation, intimidation
  - Racist: taunts, graffiti, gestures, intimidation
  - Sexual: unwanted physical contact, abusive comments, intimidation
  - Cyber: unwanted text messages, emails, information technology, intimidation
- in keeping with the above definition, "one off" incidents involving social isolation, conflict, random acts of aggression/intimidation or meanness are not defined as bullying.

## Guidelines

St Luke's school is committed to developing clear guidelines as to how bullying will be dealt with in the school in accordance with system and government requirements. The guidelines will be implemented and made available to students, staff and parents. The guidelines have four parts.

1. Primary Prevention programs
2. Early intervention strategies
3. Intervention procedures
4. Restoration of well being

Effective approaches are school wide and all procedures are clear, agreed to by all and consistently implemented.

**The school community is committed to further developing 'Anti-bullying' guidelines at St Luke's and to achieve that end, has formed a focus group of school community members (Key school staff, Board, P & F and students) to progress the good work that is already taking place at St Luke's Catholic Parish School.**

### **ACKNOWLEDGEMENT**

**St Lukes' wishes to acknowledge the work of St Francis Xavier School Goodna in drafting and formulating a policy and procedure for Anti-bullying which St Luke's has modified to meet the needs of its community. Thanks and congratulations to St Francis Xavier School Goodna on producing a Policy and procedure that demonstrates best practice in this field.**

### **POLICY FRAMEWORK**

Our policy works within the framework of the school motto of 'Christ in our living', Syllabus documents (Religion, SOSE, Personal and Social Development Education Guidelines 2005 and HPE Syllabus), the School Wide Positive Behaviour Support process, Brisbane Catholic Education Regulations and Guidelines and the overarching mission and vision of our school. This framework governs us in creating an anti-bullying policy, which promotes positive relationships. This policy and its procedures address, in the main, child – child bullying and common behavioural situations. There is a need to consult the BCEC Student Protection Policy when the situation is one, which involves adult-to-adult, adult to child or child-to-child abusive behaviours or harm. The Student Protection policy outlines BCEC policy and procedures with regard to these situations and contains direction to appropriate documentation for specific scenarios.(see appendix one)The St Luke's School Anti-Bullying Policy and Procedures therefore works in conjunction with the BCEC Student Protection Policy and its accompanying "Feeling Safe Strategies" and "Reporting Processes". There is a need to consult the Archdiocese of Brisbane, Workplace Bullying and Sexual Harassment Policy, Procedures and Guidelines when specifically addressing staff to staff, employer to employee or staff to parent situations involving bullying and harassment. This Workplace Health and Safety Policy may also be referred to in student-to-student situations in conjunction with the St Francis Xavier Anti-Bullying Policy and Procedures.

### **AIMS OF THE POLICY**

- To provide a safe, secure learning environment for all.
- To create a supportive climate for all members of our school community.
- To raise awareness of the issues involved with bullying and provide information to students, staff and parents.
- To support and empower students and to build their emotional resilience on their life journey.
- To implement procedures to address bullying behaviour at both educational and disciplinary levels.

## **IMPLEMENTATION STRATEGIES**

### **PRIMARY PREVENTION PROGRAM**

Programs used in the school that cover key concepts include:

- Program Achieve
- Aussie optimism
- Religious Education program
- Personal and Social Development Guidelines
- School Wide Positive Behaviour Support Process
- Religious Life of the School Guidelines

### **INTERVENTION PROCEDURE**

Clear reporting and referral procedure: Educational Phase	Incident/role play ↓ Stop Think Do recording
Action Phase	↓ Support and Monitoring
Restorative Phase	↓ Report form – Office ↓ Action Plan formulated ↓ Support and Monitoring

## **PROCEDURAL GUIDELINES**

### **INCIDENT/ROLE PLAY:**

In the case of an observed or reported incident, the two parties may be brought together by a teacher in the context to talk about the feelings and actions of both the perpetrator and the victim and to role play or discuss alternative choices that could have been made.

### **STOP/THINK/DO:**

All classes will have a Stop Think Do chart and an incident box.

Students will be informed and encouraged by staff and parents to use the incident box in order to report anonymously (or not) incidents of concern, which occur in the school grounds. These incidents will be used during Stop Think Do sessions held once a week just after Thursday Assembly Records from Stop Think Do sessions will be kept for one year unless it is seen as necessary by the administration to keep them for a longer duration. A teacher may use the process at any time given the situation and circumstances.

Stop Think Do sessions will be conducted with the aid of the chart provided. Essential components of this session will be:

#### **STOP**

- Definitions for the four categories used in this policy, i.e. bullying, conflict, social isolation or random acts are reviewed (see appendix 2).
- Description of incident without using names of children is written onto the removable recording sheet on the chart.
- Decision reached as to what category the incident should be placed using the characters (Bully Bulldozer, Crazy Conflict, Icy Isolation and Roving Random ©).

#### **THINK**

- Role and Play and discussion follows re – alternative appropriate behaviours.

## **DO**

- Solutions are implemented with follow up discussion. If unsuccessful children are encouraged to return to the STOP phase.

Teachers at this point would also attach the incident reports, with names now on them, from the box, to the removable recording sheet and file these into the folder provided to each class.

## **SUPPORT AND MONITORING**

At this stage the classroom teacher takes the key role. The classroom teacher is to inform parents if incidents are frequent and/or worrying. This can be done in an informal way but needs to be recorded.

At the Supporting and Monitoring Stage, if warranted, the classroom teacher will (through tracking of incidents placed in the Stop Think Do box) follow up with investigations involving both parties and proceed to the next step.

The Support and Monitoring step would in some cases be also a part of the next phase, which is the Action phase and would include reporting (report form), data collection, notification of parents and formulation of action plan.

## **REPORT FORM**

This is the reporting stage where the administration team takes the key role. This stage is only implemented when the preceding steps have been unsuccessful in reaching a satisfactory outcome (ie. there has been little or no behavioural change). Administration or teaching staff can initiate this stage. This may result also from parent consultation with the teacher.

Once initiated, the formal Bullying Record (see appendix 3) is to be filled out by a member of the administration team in collaboration with the reporting person.

A meeting is then arranged with the student at the centre of the complaint, the parents, member/s of the administration team and other relevant personnel (eg guidance counsellor, pastoral worker, teacher).

At this meeting the incidents will be tabled and discussed. The action to be taken will be agreed upon and documented in the Follow Up section of the Bullying Record and signed by both parents and the administration team representative. Failure to come to agreement may result in the child being excluded from the school until such agreement can be reached.

## **ACTION PLAN IMPLEMENTATION**

All personnel involved in the implementation of agreed upon action plan will be notified regarding their role.

A support plan will be initiated and implemented by relevant personnel in the school for the victim.

Parents of the victim will be notified in writing that the appropriate action has been agreed upon and put into place. (Appendix 4)

## **SUPPORT AND MONITORING**

This will take place for the agreed period of time. The period of time necessary for monitoring and support will be dependent on a number of variables some of which may be: age of the child, severity of the incidents, frequency, patterns of behaviour etc. This will be outlined on the Action plan with the agreement of relevant stakeholders.

## **ROLES OF STAKEHOLDERS IN SUPPORT OF THIS ANTI-BULLYING POLICY**

### **CHILDREN**

- To use the stop, think, do box to report incidents that are worrying them.
- To try to practise strategies taught in the classroom through Stop Think Do sessions
- To model acceptable behaviour to others.
- To be a responsible bystander and taking appropriate action. (i.e. If it's not safe, it's safe to tell)
- To identify a network of trusted adults that they can talk to for support.
- To let an adult know what is happening.
- To keep on telling until the bullying stops.
- To say no to bullying behaviours.
- To use positive language and behaviour towards all others.

### **TEACHERS**

- To promote the BCEC Feeling Safe Strategy and to display the poster in the classroom.
- To teach and model appropriate behaviours.
- To be committed to the implementation of the Stop Think Do strategies on a regular basis.
- To teach and clarify for the children the terms, meanings and distinct differences between, bullying, social isolation, conflict, random acts of aggression/intimidation and meanness.
- To teach and promote resilience.
- To keep up to date and maintain their classroom records of incidents presented in the Stop Think Do box.
- To teach and model active listening so that all incidents are treated seriously.
- To recognise and value the partnership between home and school. It is the school's responsibility to contact parents of other children when incidents happen. It is the parent's responsibility to care for and support his or her own children.

### **SCHOOL OFFICERS**

- To teach and model appropriate behaviours.
- To be aware of the policy and the strategies being implemented in the school.
- To model active listening so that all incidents are treated seriously.

### **ADMINISTRATION AND SUPPORT STAFF**

- To promote the St Luke's School Anti-bullying Policy and Procedures and the concepts involved.
- To teach and model appropriate behaviours.
- To be committed to the implementation of the Stop Think Do strategies on a regular basis.
- To teach and clarify for the children the terms, meanings and distinct differences between, bullying, social isolation, conflict, random acts of aggression/intimidation and meanness.
- To teach and promote resilience.
- To teach and model active listening so that all incidents are treated seriously
- Appropriate provision of counselling and other support services as required.
- Provision of support for parent/guardians through the school's pastoral care structure, information seminars and support networks.
- To initiate and arrange meetings with stakeholders at the reporting stage of the procedure.
- To recognise and value the partnership between home and school. It is the school's responsibility to contact parents of other children when incidents happen. It is the parent's responsibility to care for and support his or her own children.

### **PARENTS**

- To remain calm....to act not to react.
- To be aware of the policy and the strategies being implemented in the school and to actively discuss the policy with their children.
- To teach and model appropriate behaviours at home

- To remind children about the purpose of the Stop Think Do box and/or to report behaviours when they express a concern.
- To encourage children to have and to use their nominated support network when at school.
- To encourage their children to speak openly with them and to look at positive strategies to do with their feelings.
- To recognise and value the partnership between home and school. It is the school's responsibility to contact parents of other children when incidents happen. It is the parent's responsibility to care for and support his or her own children.
- To support their children in the knowledge that the resolution of the situation may take some time.
- To help them to identify their situation of concern using the definitions provided in appendix one from the St Luke's anti-bullying policy (ie bullying, conflict, social isolation or random incidents).

## IDENTIFYING BEHAVIOURS

<p style="text-align: center;"><b><u>ICY ISOLATION</u></b> <b>(Social isolation and / or rejection)</b></p> <ul style="list-style-type: none"><li>• Social exclusion:<ul style="list-style-type: none"><li>- intention is not necessarily to distress</li><li>- choosing not to play with or be with another student</li></ul></li><li>• Occurs because of:<ul style="list-style-type: none"><li>- negative perception of a student <b>or</b></li><li>- strong bonding between students in a group which discourages new members</li></ul></li></ul>	<p style="text-align: center;"><b><u>CRAZY CONFLICT</u></b> <b>(Conflict)</b></p> <ul style="list-style-type: none"><li>• A disagreement between students eg.<ul style="list-style-type: none"><li>- falling out between friends</li><li>- dispute between students over a rule, decision, perception of a situation or an argument</li></ul></li><li>• Relative equality of power and mutual distress (mutual accusations and claims)</li><li>• Both parties are seeking a solution to the problem</li></ul>
<p style="text-align: center;"><b><u>ROVING RANDOM</u></b> <b>(Random acts of aggression, intimidation or meanness)</b></p> <ul style="list-style-type: none"><li>• Action taken with intention<ul style="list-style-type: none"><li>- to harm or distress another student</li><li>- to force them to do something</li></ul></li><li>• Targets of aggression are random</li><li>• No pattern</li><li>• No one student targeted on a regular or predictable basis</li><li>• Aggressor often claims to have been provoked by behaviour of target</li></ul>	<p style="text-align: center;"><b><u>BULLY BULLDOZER</u></b> <b>(Bullying or harassment)</b></p> <ul style="list-style-type: none"><li>• Regular pattern of aggression directed towards one student on a regular and predictable basis</li><li>• Intention is to harm or distress</li><li>• Imbalance of power (student selected is less powerful in some way at the time eg. more isolated, less aggressive, smaller, younger, different in some significant way)</li><li>• Only the targeted student is seeking a solution to the problem</li></ul>



- ~ Partnership with parents/caregivers is recognised as an essential element of student protection within school communities
- ~ Relations with relevant government and non-government agencies to enhance the protection and support of students will be maintained and developed
- ~ The role of the Queensland Catholic Education Commission in coordinating student protection matters across Queensland is supported.

### ACCOUNTABILITY

Accountability is achieved within Brisbane Catholic Education and to relevant external bodies through

- ~ Good governance, effective record keeping and respect for privacy and confidentiality
- ~ Demonstrated compliance by schools to the Non-State Schools Accreditation Board in accordance with legislation
- ~ Rigorous review processes, including school cyclical review and system-level evaluation and case review as applicable.



Archdiocese of Brisbane  
Catholic Education Council

# Student Protection POLICY

SEPTEMBER 2011

### GLOSSARY

Harm has been defined in Section 3 of the Education (Accreditation of Non-State Schools) Regulation 2001 as follows:

- (1) "Harm", caused to a student under 18 years, is any detrimental effect of a significant nature on the student's physical, psychological or emotional wellbeing.
- (2) It is immaterial how the harm is caused.
- (3) Harm can be caused by –
  - (a) physical, psychological or emotional abuse or neglect; or
  - (b) sexual abuse or exploitation.

### REFERENCES

National Committee for Professional Standards. (2010, January). *Towards healing: Principles and procedures in responding to complaints of abuse against personnel of the Catholic Church in Australia*. NSW: Australian Catholic Bishops Conference and Catholic Religious Australia.

National Committee for Professional Standards. (2009, August). *Integrity in the Service of the Church*. (Resource document draft for trial). NSW: Australian Catholic Bishops Conference and Catholic Religious Australia.

Student Learning and Support Services Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs. (2003). *National Safe Schools Framework*. Canberra: MCEETYA. (Under review: 2010)

### LEGISLATION

Education (Accreditation of Non-State Schools) Act 2001 and Regulation 2001 (Qld).

Education (General Provisions) Act 2006 and Regulation 2006 (Qld).

Education (Queensland College of Teachers) Act 2005 (Qld).

Commission for Children and Young People and Child Guardian Act 2000 (Qld).

Child Protection Act 1999 (Qld).

## Policy Statement FOR BRISBANE CATHOLIC EDUCATION SCHOOLS



Catholic  
Education  
Council

For more information please contact the  
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## STUDENT PROTECTION POLICY

Our schools are committed to being safe and nurturing communities of care where the rights and dignity of all children and young people are upheld and protected.

### FOREWORD

The Student Protection Policy demonstrates the Brisbane Archdiocese's commitment to the protection of students attending Catholic Schools. It is written as a response to our belief that students learn about their dignity as a child of God at every level of the Catholic school. Such dignity is undermined when a person is abused or harmed in any way.

*The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching; that is why the promotion of the human person is the goal of the Catholic school.*

*(The Catholic School on the Threshold of the Third Millennium #9)*

Catholic education aims to live and share the Gospel message and to provide an education that supports the holistic development of all children and young people. Catholic education recognises that in order to offer opportunities for all students to develop to their full potential it is imperative that there is a need to provide a safe and secure learning environment, confident that they are protected from harm or threat of harm.

Catholic Education is committed to environments that are welcoming, nurturing and stimulating where educators give witness to Catholic beliefs, values and attitudes. By the very nature of this ethos, Catholic schools place the highest priority on the safety of students in their care. Catholic schools see student protection as moving beyond compliance with regulations to prevention and to being proactive by creating a culture where communities have the commitment and knowledge to identify risks of harm and respond appropriately.

I ask that our Catholic school communities embrace the Student Protection Policy, as well as fostering resilience in students in order to protect them from harm. I have no doubt that the policy will promote the dignity of the human person among all who engage in the educational partnership of Christ's Mission of the Archdiocese.

Sincerely in Christ,

**Most Rev John Bathersby DD**  
ARCHBISHOP OF BRISBANE  
August 2011

### INTRODUCTION

This policy document expresses the church's commitment to the care and protection of children and young people. Additionally it provides a framework for Catholic schools within which they must operate to fulfil their legislative student protection responsibilities.

This policy extends beyond legislative imperatives by reflecting the Catholic ethos and by demonstrating Gospel values in action.

### RATIONALE

Jesus insisted on the primacy of love: love of God and love of each other. No one was excluded from his love and by word and deed he showed a special preference for people who were poor, powerless and vulnerable, those often relegated to the margins of society. He especially loved children 'for of such are the Kingdom of heaven' (Mt 19:14). All people, like Jesus himself, are called especially to love and care for children, protecting them from anyone who would harm or abuse them.

It is recognised that students are harmed, or could be at risk of harm, from many sources, including self harm. Appropriate and responsive interventions by schools can provide hope to, and foster resilience in students who may be at risk by protecting them from harm and supporting their healing.

Student protection is integral to learning and teaching. Safety, security and nurture are fundamental human rights and needs. These rights and needs underpin students' capacity for learning and maximise potential for personal development ultimately enhancing their wellbeing and life opportunities.

### CONSEQUENCES

The intended outcome of this policy is that children and young people in our schools feel safe and are safe.

This requires that all those who exercise power are aware of their obligation to act with integrity in the interests of others.

### COMPLIANCE

Measures to ensure compliance with State and Commonwealth legislative requirements and church expectations will include:

Ongoing development, monitoring and review of:

- ~ School culture and ethos that promotes and encourages the reporting of potential harm and abuse
- ~ Reporting processes that empower students to report concerns
- ~ Student Protection processes including the reporting of harm and abuse of children and young people in our schools
- ~ Participation of all employees in regular mandatory professional learning
- ~ Ensuring the implementation, of strategies enacted to minimise risk of harm to students.

### BUILDING CAPACITY

- ~ Building a culture in all schools to ensure that student protection is the responsibility of every person and is an integral aspect of student well being
- ~ Providing learning programs for students to develop awareness and skills that lead to their empowerment and an ability to identify risk, act protectively and seek assistance
- ~ Providing additional professional learning for principals, other relevant specialist staff and those who are designated as school Student Protection Contacts.

### SPECIALIST SUPPORT/RESOURCES

Specialist personnel and support resources will be provided to assist schools.

### LIAISON/PARTNERSHIPS

Liaising with external agencies and partnering within the Catholic Education community will occur as part of whole community student protection strategies: