

ST LUKE'S CATHOLIC PARISH SCHOOL, Capalaba



ANTI-BULLYING POLICY AND PROCEDURES

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