



TOGETHER AS ONE IN TRUTH AND KNOWLEDGE

ST MARY'S PRIMARY SCHOOL

ANTI-BULLYING POLICY

This policy has been developed to support the Student Welfare and Discipline Policy.

It is underpinned by the belief that the Catholic school is a place of learning that offers integrated education for its students through people, programs and processes of which Christ is the inspiration. It is based on relational theory of restorative practice.

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It involves the abuse of power in relationships and can involve all forms of harassment, humiliation, domination and intimidation of others.

Bullying

- Devalues, isolates and frightens
- Affects an individual's ability to achieve
- Has long term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Any inappropriate behaviour that gets in the way of teaching and learning and interferes with the wellbeing of students will not be accepted at this school.

Teachers, students, parents, caregivers and members of the wider community all have a responsibility to work together to address bullying.

Each group within the school community has a specific role in preventing and dealing with bullying.

Students can expect to

- Know that their concerns will be responded to by school staff
- Be provided with appropriate support
- Take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment.

Students have a responsibility to

- Behave appropriately, respecting individual differences and diversity
- Follow the school's Anti-bullying Plan
- Respond to incidents of bullying according to the school's Anti-bullying Plan

Parents and caregivers have a responsibility to

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St Mary's Primary School, Crookwell: Anti Bullying Policy, April, 2019



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- Support their children in all aspects of their learning
- Be aware of school policies and assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with school policy
- Support all students of the school to deal effectively with bullying through the strategies in the School Plan.

Teachers have a responsibility to

- **Be open to students reporting bullying incidents.** At all times adult listeners should be compassionate, respectful, non-judgemental, and supportive of student reporters. Students should be dealt with within a restorative practice framework.
- **Model positive behaviour.** Non-aggressive behaviours should be modelled by teachers, at all times.
- **Make consequences public.** Everyone, parents included, should be aware of the consequences of bullying. Clear, effective, non-aggressive consequences must be established and implemented consistently.
- **Teach and reinforce social skills at every level of development.** Classes at every stage level should include lessons on friendship skills, respect, appropriate reporting (as opposed to “dobbing in”), conflict management, conversational skills, and dealing with bullying. This may be integrated into PDHPE, Religious Education, Values and/or Drama lessons.
- **Reduce tolerance for bullying.** By regularly discussing the negative effects of bullying, and equating bullying with such issues as vandalism and criminal offences, tolerance for it will be reduced.
- **Utilise class meetings.** The issue of bullying should be discussed at regular class meetings/debriefing circles so that the topic remains relevant and open, and students feel comfortable reporting incidents. Pastoral Care time each afternoon should be used to provide students with opportunities to reflect on issues where appropriate.
- **Have each class create specific rules against bullying** and display them in an appropriate area.
- **Praise pro-social behaviours.** Whole-school recognition and praise of pro-social behaviours help to create an overall positive environment, where tolerance for bullying is lessened. Ticket in the Box, Boostergrams and the School Awards programs should be used to support this.



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- **Improve communication.** Improving communication between home, teachers, Principal, and students helps to decrease the incidents of bullying, since the potential bullies know that all key stakeholders will be well informed about inappropriate behaviours.
- **Establish a strong teacher presence.** The better the supervision, not just at break but before and after school as well, the less the bullying. High adult visibility will deter bullying.

School Anti- Bullying Plan

Action to be taken by Teachers in Confronting Bullying

1. Verify the facts

Since the teacher is seldom a first-hand witness in a bullying situation, it is necessary to find out exactly what happened from as many sources as possible, including the students directly involved. Always encourage the reporting of bullying.

2. Make quick jot notes of the incident.

When, in your professional judgement, the facts are clear, quickly jot down basic details about time, place, incident and so on.

3. Next, talk to the student who has been bullied.

- The student will be in need of your support and compassion.
- Validate the student's feelings and show trust and caring.
- Reassure them that you take the problem seriously and will be involved in its solution. Also, reinforce that the student did the right thing in coming to you.
- Try to determine, through careful questioning, whether or not the student inadvertently provoked the bully or tried to prevent the attack in any manner.

4. Let the bully or bullies know that their behaviour is unacceptable.

- If more than one bully is involved, address them individually, do not give them the power of numbers.



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- Adopt a firm, no-nonsense attitude and begin by expressing your displeasure with, and non-acceptance of, the act.
- Avoid the temptation to allow the bully to “deny” or justify the behaviour. Simply state that the behaviour is wrong and you consider it intolerable: inform the student of the consequences.
- Clearly tell the bully why the behaviour is unacceptable and exactly what behaviour you expect instead. Older students should be asked to clearly articulate their understanding of why the behaviour is unacceptable.
- Students involved should complete an incident report as soon as it is practical.
- A conference between the two parties should be arranged and conducted as soon as possible after the incident using the Restorative Practices Guidelines. Given time constraints, the most appropriate person to facilitate this conference may be the Principal or Assistant Principal

5. Report the incident and your handling of it.

- As soon as you have dealt with both parties, report the incident to the assistant Principal and/or Principal. This may be done verbally, or by providing a copy of the completed incident report.
- Playground incidents should be recorded in the Playground book immediately.
- Include in your report exactly how you handled the situation and what consequences you administered.

6. Create a permanent record.

- Using your original jot notes, as well as facts from your interactions with the students involved, finalise your mini-report.
- The incident should be brought to the attention of the Principal or Assistant Principal before placing a copy of the teacher's report with the students' report on file in the Incident Report folder in the Principal's Office for further reference.



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Appendix 1.

How to Discourage Bullies from Inappropriate Behaviours

Use the Restorative Questions consistently when challenging the behaviour of a student.

Using this framework will ensure fair process.

Review the “Compass of Shame” with the student.

An acceptance of where they are on the compass will help them to better understand their behaviour. Stress that it is the behaviour that is unacceptable not the person. (Ref: Appendix 3)

Use consequences consistently.

Examples of effective, non-violent consequences include loss of privileges and detentions (especially in-school detentions, where bullies are temporarily removed from social interactions). For repeat offenders, removal from the school environment may be necessary.

Increase supervision of probable bullies.

Once a bully has been identified, or even suspected, be vigilant in supervising that student. Teacher visibility is a great preventative.

Teach positive alternative behaviours.

Teach, in class or as a special, individual session, alternatives to aggressive behaviour. Specifically, list behaviours considered inappropriate, such as name-calling, together with alternatives, such as walking away or ignoring. Point out the negative consequences of inappropriate behaviour, and liberally praise non-violent behaviour. Re-educating students whose behaviour has been at fault is sometimes enough to curb bullying.

Keep communication open.

Let both bullies and their parents know that the lines of communication will be kept open. If further instances of bullying occur, notify parents immediately.

Have bullies complete a social skills unit.

As part of a consequence of the inappropriate behaviour, a bully can be required to complete a mini-unit on social skills. Depending on the year level, you might ask for a story, or research project.

Use in-class flexible groupings.

Integrating any bully with less aggressive students in groups, where group members must work together towards a common goal, helps promote healthy social skills.

Utilise one-on-one conferencing.



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Let bullies know that aggressive behaviour will not be tolerated as it is damaging to others. Suggest that it may be necessary to meet with them regularly to help them modify their behaviours if there is no improvement.



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APPENDIX 2

Tips for Students on Making and Keeping Friends.

In and out of class students will make friends. Here are some reminders for them on how to do that- and to keep them too.

Be yourself.

Perhaps the most important rule for making and keeping friends is to be yourself. No one wants to be friends with someone who is insincere, someone who is “different” with different people, or someone who shows many different “faces”.

Be honest.

Friends need to know they can believe you. This means saying what you mean and meaning what you say. Even “little white lies” can cause you trouble, and you can be sure that any bigger ones will come back to haunt you.

Be loyal.

Being true to your friends is so important. No one likes a person who quickly flits from one “friend” to another depending on the situation. A good friend needs to be cherished and appreciated.

Be dependable.

Friends need to be able to count on each other. If you say you will be somewhere or do something, then keep your word.

Be trustworthy

It is important that friends can trust each other. Avoid any temptation to gossip or to “two-time” your friend, even if the immediate rewards seem inviting. If trust is lost, it is difficult, if not impossible, to rebuild.

Be a good listener.

Friendship is two-way. It's great to have a friend who listens to all your problems, but you must listen well in return. This means really hearing what is being said, maintaining eye contact, and trying to truly understand and appreciate the concerns of another.

Share decision making.

You don't always have to be in control, to make all the decisions, or to have the final word. Think of how the other person is feeling or how you would feel in a similar situation.

Be appreciative.



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Tell your friend how much you enjoy, appreciate, and need his or her friendship. There is never a wrong time for positive talk. Nor can there be too much of it. It's OK to tell someone you really care.

Be forgiving.

Being able to forgive is a loving, mature action. Friendship can follow a rocky road. Sometimes, things are good; sometimes, not so good. People make mistakes so be willing to forgive and forget. By the same token, be prepared to apologise yourself, when necessary.

Be a giver and a receiver.

In a friendship, there is both giving and receiving. Some people are better at one than the other, and this can put a strain on a relationship. Figure out which you are best at, then work on the other aspect. Consider all aspects of the friendship, including thoughts, feelings, suggestions, constructive criticism, compliments, support, and caring.

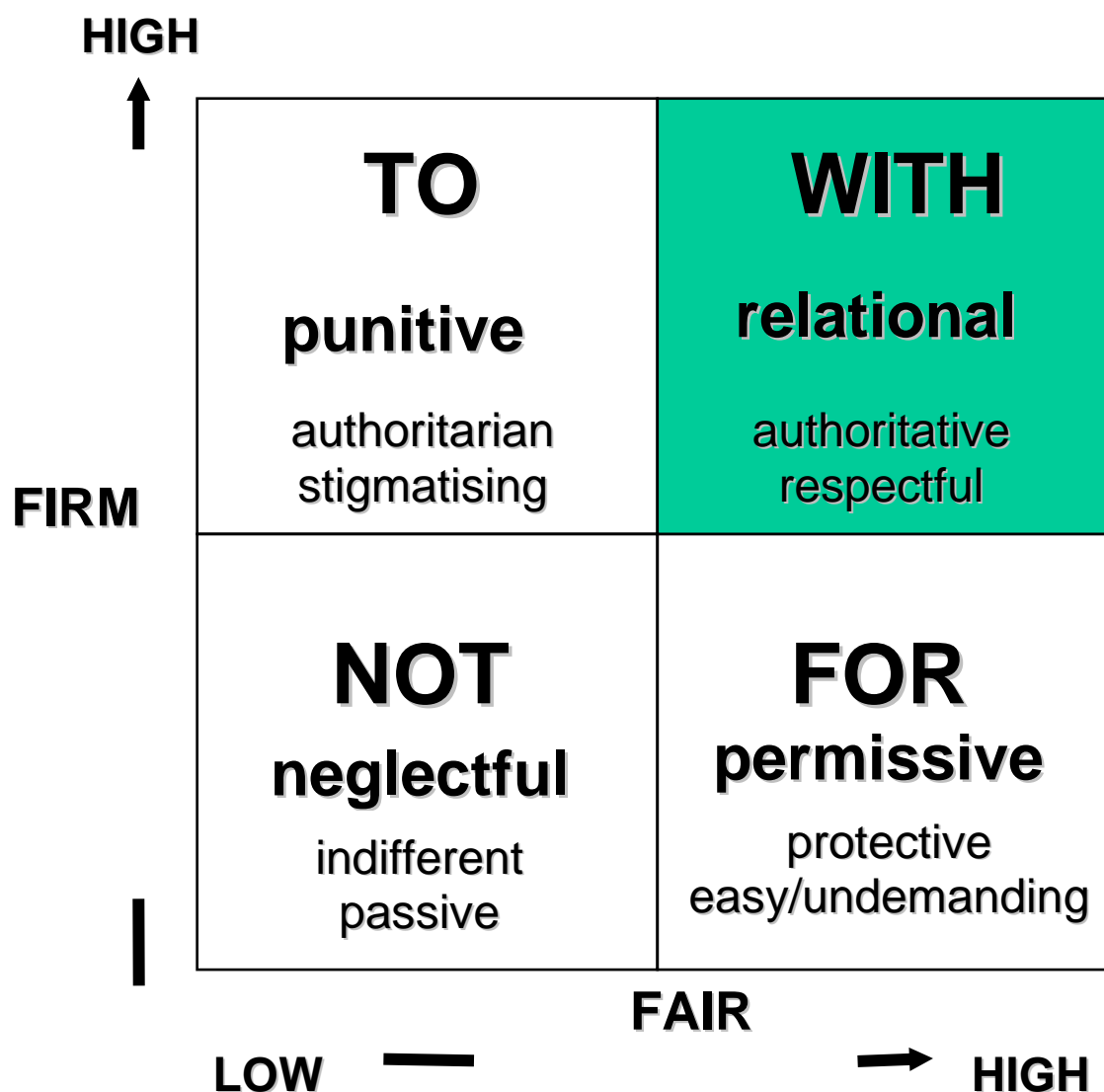


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APPENDIX 4.

In order to ensure "fair process" we should be working "with" ie at a relational level.



Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000



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REAL JUSTICE.

APPENDIX 3

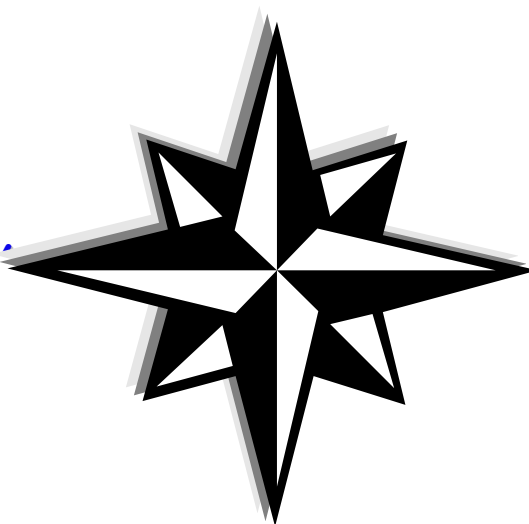
Nathanson's Compass Of Shame

ATTACK OTHERS

Blaming, physically or verbally lashing out
at other people or things

AVOIDANCE

Alcohol, drugs,
thrill seeking,
workaholism



WITHDRAWAL

Isolating oneself,
Running and hiding,
not speaking,
driving others away

ATTACK SELF

Self put down, doubt, loathing, blaming
oneself. Behaving so as to fulfil others
preconception.

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