



POLICIES

Leschenault Catholic Primary School

Topic: Bullying, Harrassment & Violence

Policy No: 2-D6

Policy Area: Community

Updated: 2016

Date of Review: 2018

Rationale:

Leschenault Catholic Primary School has zero tolerance for bullying, harassment, aggression and/or violence.

Each student at our school has a right to learn in an environment free of bullying, harassment, aggression and violence.

Leschenault Catholic Primary School:

- affirms the rights of all members of the school community to feel safe and be safe at school
- acknowledges that being safe and supported at school is essential for student wellbeing and effective learning
- accepts responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities
- encourages the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively supports young people to develop understanding and skills to keep themselves and others safe
- is committed to developing a safe school community

Scope:

This policy applies to the Leschenault Catholic Primary School Community.

Definition

Bullying is the repetitive or deliberate decision to hurt others. Bullying can be catergorised as Verbal, Physical, Psychological and Sexual.

Bullying is an expression of power; it thrives on an audience - the bystander. Bystanders are a part of the problem because they reinforce the bully's behaviour by their laughter or their silent acknowledgement of the bully's power.

- **Verbal** ~ includes behaviours such as name-calling, racist taunts, threats or insults and de-grading comments.
- **Physical** ~ includes behaviours such as punching, hitting, spitting, pushing and rude gestures.
- **Psychological/Social** ~ includes behaviours such as lying or spreading rumours about a person or social exclusion (including through the use of technology).
- **Cyber Bullying** ~ see ICT policy for Staff and Students (B15 and C15)
- **Sexual** ~ includes touching or brushing up against someone in a sexual manner, pictorial representation or writing (including through the use of technology) of someone's body.

Bullying, harassment, aggression and violence may have both short and long term effects on children. These effects may include

- Depression
- Unwillingness to attend school
- Loss of confidence and self-esteem
- Decrease in academic performance

We All Have A Responsibility

All staff will:

Act as role models of caring and tolerant behaviour.

Listen and act upon reports of bullying, harassment, aggression and violence.

Protect the victim from further harm.

Act to stop behaviour recurring.

Document incidents especially major/repetitive ones in playground in SEQTA pastoral care to ensure communication with class teacher.

Students who are subject to bullying, harassment, aggression and violence will:

Speak to a Leschenault Catholic Primary School staff member and give him/her full details of the event.

Student witness to bullying, harassment, aggression and violence will:

Verbally intervene if they are able

Immediately seek teacher assistance if they *can't* intervene.

Parents are encouraged to:

Listen sympathetically to reports of bullying, harassment, aggression and violence.

Speak to relevant school personnel.

Work with the school in seeking a permanent solution.

What the school will do:

The school will initially assist the offender to change his/her behaviour.

The school will protect and support the victim of bullying, harassment, aggression and/or violence, and will assist the student in order to assure that he/she will not be victimised in the future.

The school will work with the parents of the offender to establish joint strategies for behaviour modification.

The school will apply consequences ranging from detention, through to suspension to expulsion for resisting behaviour changes and repeated offending.

The school will offer individual or group counselling.

Proactive strategies to deter inappropriate behaviour

Within the classroom children will be introduced to the following concepts ~

- If you want someone to like you, you must first like yourself.
- To have a friend you must be a friend.
- Implementation of the PATHS program, using problem solving strategies including; the Traffic Light System, Twiggles the Turtle (Stop, Think, Do).
- Behaviour Management is in-line with 1,2,3 Magic Behaviour Tonics in all classrooms.
- Incorporating Cyber Safety into ICT lessons as age appropriate.
- Parent Information Sessions regarding cyber safety.
- Letters to parents informing of inappropriate/ disrespectful discussions amongst peers

Within our school programme, particularly in Religion and Health, we will endeavour to create social and learning environments which develop:

- Children who believe in themselves
- Children who feel more confident and resilient
- Children who know that no problem is too hard to solve and that nothing is so bad that they cannot talk about it
- Children who are reminded that there is a solution to each predicament in which they find themselves
- An environment which allows children to better handle their feelings
- Opportunities for students to learn how to change negatives into positives
- Positive behaviours
- Good role models through sporting activities, guest speakers etc
- Good conflict resolution skills.
- Student knowledge of their rights and responsibilities related to bullying, harassment, aggression and/or violence that may occur outside of school hours and off school grounds. This includes cyber safety.
- Regular class meetings to discuss issues
- Class Buddies- Perhaps Year 5's take on Pre-primaries (following year 6's would be safety net for year 1's)
- Buddy bench in playground
- The pro-active engagement of bystanders to discourage bullying behaviour – eg. Restorative justice

Annually, we hold a **Smile Week**, with specific activities focusing on the well being of others. Activities may include the following:

- Write letters to an aged care facility
- Play smiling games
- Place positive sayings around the school
- Have a joke or riddle competition
- Have a "What Makes me Smile" poem or essay competition
- Guess the smile competition
- Face painting

Policy and Practice

For each case of bullying, harassment, aggression and violence, there has to be a consequence.

Health and Religion lessons are to be used to assist children to identify what bullying (including cyber bullying), harassment (including cyber harassment), aggression and violence is and to teach them overt strategies to use if they are bullied or see others being bullied. The Protective Behaviours Programme along with other programmes, such as PATHS, are designed to deal with these issues and the strategies can be used by all year levels. Both the police and our own school psychologists are able to assist in this area. Strategies also include relationship / social skill development, active supervision and small group and individual counselling. The Aussie-of-the-Month awards are used to recognise those students who are good school citizens and who contribute to a pleasant and positive school environment.

Individual Cases

Repetitive and deliberate bullying, harassment, aggression and violence, is to be reported to the Principal and the parents of the children involved. A three-way meeting is to be convened between the teacher, parents and child. It may also be necessary to include the Principal at this meeting.

An Action Plan will be developed. It must include goals, strategies to achieve goals, monitoring procedures and an indication of how the goal will be measured. It may be necessary to review the Action Plan at a later date. Individual cases may require different strategies to be implemented. It may also be necessary to involve the school psychologists in the resolution process.

School Action Plan:

- The Bullying, Harassment, Aggression and Violence Policy clearly articulated to staff, students and parents. (*Teacher and Principal's responsibility*). This includes mid-year intakes (*Principal responsibility*).
- Implement various lessons from *Bullying Teacher Resources*.
- Implement PATHS Program K – 6.
- All staff to be aware of bullying, harassment, aggression and violence in the school and willing to take action.
- Incidents of bullying are reported using Seqta and the appropriate action taken.
- Student reflective forms to be filled out after a bullying occurrence ('Bullying' Teacher Resource Book)
- Re-occurrences of continued bullying result in the following personnel being notified;
The School Principal
The Assistant Principal/s
Parents consulted on a needs basis
- A bullying incursion or assembly item to be presented to the school at least once every three years
- A review of the Bullying, Harassment, Aggression and Violence Policy and anti-bullying action plan to take place on needs basis.
- A student action plan is provided:
 1. Talk - tell the bully to stop, explain how you are feeling
 2. Walk - walk away, ignore, leave the situation.
 3. Use I - statements for example "I feel sad when you talk to me like that".
 4. Talk to a teacher - tell the teacher about the incident/s.
 5. Reporting a Bully is not being a 'dobber'.
 6. Teacher Talks to Bully - documentation and follow up.
- A focus on student wellbeing and student ownership eg: consequence to fit the action, students should be included in determining the consequence.