**Student Anti-bullying Policy**

**Rationale**

St Mary's Primary School is a Catholic school community committed to nurturing and celebrating a love of God, self, others and learning. This school community affirms the dignity of each individual member, values a culture of mutual respect, and strives to foster an atmosphere of positive interpersonal relationships where all members feel safe, secure and valued. Bullying strikes at the very foundations of these values and as such has no place in the ethos of St Mary's Primary School.

**Definition**

Bullying is the repeated and sustained act of causing hurt or fear in another person. Bullying exists where there is an imbalance of power and where there is a deliberate intent to cause harm or distress through negative behaviours. These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those exposed to the bullying.

Examples of bullying and harassment can include:

- Verbal – name calling, put downs, teasing,
- Physical – pushing, hitting, punching, hair pulling, taking belongings,
- Social – ignoring, alienating, spreading rumours, excluding another from a group,
- Psychological – acts which instil a sense of fear or anxiety.
- Sexual – uninvited touching or inappropriate touching or persistent advances.
- Electronic - Use of phones, E-mails etc to send threatening or offensive messages.

**Preventative Strategies**

- Quality classroom programs are implemented and reflect the St Mary’s CARE Code
- Implementation of a consistent whole school approach to self-management.
- Support for students with special learning needs i.e. academic, behaviour, social and emotional
- An educational focus on programs for students and parents that promote self-management, resilience and responsible behaviour
- Regular data collection
- Professional development for staff.
- Parent education
Responsive Strategies

- All members of the school community have a responsibility to recognize harassment and bullying, and to take immediate action when they become aware of it happening.
- The school community has a responsibility to employ preventative, responsive and intervention strategies.
- All staff should treat any report of bullying seriously and take action.

Identifying and Reporting Concerns

If you are present when bullying happens you are encouraged to walk away and inform a teacher as soon as possible.

When does bullying and harassment occur?

Anytime and anywhere

If you are bullied or harassed you can do something about it

If you are bullying and harassing others –

you must STOP IT!

Being bullied and harassed

Here’s what you can do

Ignore it. Don’t let the harasser know that you are upset. Perhaps it will stop. If this doesn’t work:-

STEP 1

Confront them. Tell the person who is harassing you that you do not want them to continue.

If this is not successful....

STEP 2

Talk to your Class teacher

If this is not successful....
STEP 3  Report the matter to the Principal.

Remember
If ignoring it fails, then keeping it to yourself only makes it worse.

How the School will respond

ALL EPISODES OF BULLYING AND HARASSMENT WHICH ARE REPORTED TO THE SCHOOL WILL BE DEALT WITH APPROPRIATELY.

If you are bullying and harassing others the St Mary's School will:-

• Counsel you
• Detain you
• Interview you and your parents
• The Support Team provides direction for intervention with all students involved using a ‘no blame’ approach.
• A Method of Shared Concern will be implemented where appropriate.
• Careful monitoring and ongoing intervention for any students or staff involved in bullying incidents.
• Follow up should be discussed with the students. It is important that the staff member checks a week or so later with both the student and the person to whom the information was sent.
• Monitor the behaviour of the bully and the safety of the victim and any other students involved on a school-wide basis.

Possible Intervention Strategies

• Support Team
• Close home/school partnerships for all involved
• School-wide survey to collect data for intervention
• Mentor programs
• Class buddies
• Supportive programs for the students being bullied
• Establishment of a safe place for the victim
• Further investigation of the needs of the students perpetrating the bullying
• Intensive social/emotional behaviour sessions
• School Counsellor involvement
• Involvement of outside agencies e.g. Child and Youth Mental Health Services
1. Initial strategies, e.g.
   o verbal and visual cueing e.g. Stop Think and Do
   o Reminder of CARE Code;
   o Encourage ownership of actions
   o Redirection
   o Offer a choice with relevant consequences.
   o Remove child/children from situation

2. Consequences

   • Level 1: Time out in classroom or other classrooms.

   • Level 2: Formal Detention: Behaviour Plan
     o Teacher & student negotiated with support from relevant people.
     o Teacher meets with Principal
     o Notified parent/s: Generally teacher to notify parent/s
     o Referral to Support Team.

   • Level 3: Immediately sent / reported to the Principal / Leadership Team.
     o Documentation to be completed by relevant class teacher.
     Behaviour may include behaviour such as
       o violence;
       o verbal abuse;
       o disregard for authority;
       o damage to property;
       o constant & repeated disruptive behaviour;
       o any form of harassment.

   • Level 4: Require Principal intervention with parents and other authorities : eg Criminal activity. Consequences might include expulsion or suspension
     o Documentation
     o Senior Education Officer is informed immediately.

3. Re-entry strategies must be negotiated for each level. In some circumstances re-entry may require formal documentation and the involvement of system authorities.
Re-entry Procedures
(Restitution Plan)

Re-entry occurs when a student has been withdrawn from regular classroom activities due to inappropriate behaviour. Withdrawal may take the form of time out in class, time out in another room, internal suspension or school suspension.

A RE-ENTRY STRATEGY

- focuses students on taking responsibility for their own actions / behaviours
- engages students in problem solving and goal setting
- reinforces rules and consequences and require student reflection

A RE-ENTRY STRATEGY INVOLVES

- time and consistency
- a form of consultation with the student before they re-enter regular classroom activities
- may involve verbal, written or drawn responses
- requires an undertaking by the students to abide by the rules on re-entering
- a re-entry plan when returning from suspension

<table>
<thead>
<tr>
<th>Form of Withdrawal</th>
<th>Personnel</th>
<th>Re-entry Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time out in class</td>
<td>Involves the student and one or more of the following as appropriate:</td>
<td>May include the following:</td>
</tr>
<tr>
<td>Time out in buddy class</td>
<td>- Teacher</td>
<td>- Reflection Sheet</td>
</tr>
<tr>
<td></td>
<td>- School Officer</td>
<td>- Verbal conference</td>
</tr>
<tr>
<td></td>
<td>- Colleague</td>
<td>- Written / drawn response + conference</td>
</tr>
<tr>
<td></td>
<td>- Peer</td>
<td>- Apology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Restitution</td>
</tr>
<tr>
<td>Internal suspension</td>
<td>- Student</td>
<td>Admin Referral Form</td>
</tr>
<tr>
<td></td>
<td>- Teacher</td>
<td>Behaviour Log</td>
</tr>
<tr>
<td></td>
<td>- School Officer</td>
<td>Individual Behaviour Plan / Contract</td>
</tr>
<tr>
<td></td>
<td>- Administration</td>
<td>Must involve:</td>
</tr>
<tr>
<td></td>
<td>- Parent / carer</td>
<td>Admin Referral Form</td>
</tr>
<tr>
<td>School suspension</td>
<td>Must involve:</td>
<td>Parent Conference</td>
</tr>
<tr>
<td></td>
<td>- Student</td>
<td>Behaviour Plan and Log</td>
</tr>
<tr>
<td></td>
<td>- Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Parent / carer</td>
<td></td>
</tr>
</tbody>
</table>