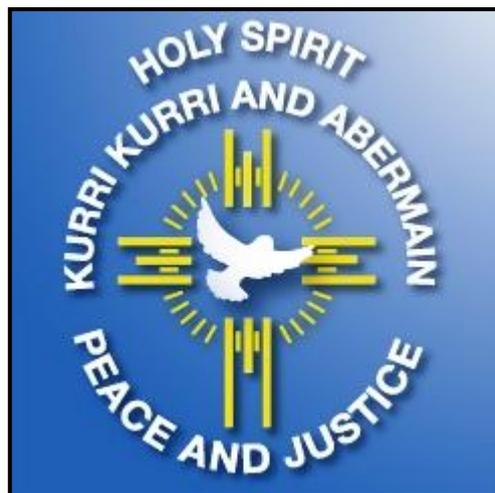


# HOLY SPIRIT INFANTS ABERMAIN



## ANTI-BULLYING POLICY FOR STUDENTS

Written 2013

Review 2015

## **Preamble**

The Holy Spirit Infants School, Abermain, Anti-Bullying Policy is intended to:

- Recognise the dignity of all persons.
- Provide a safe, happy and positive learning environment for students, staff and the extended community.
- Create a supportive climate for victims.
- Provide a basis for working with the bully to modify future behaviour.

*'We all have a right to feel safe all the time.'* *'Nothing is so bad that we cannot tell someone about.'*  
(Protective Behaviours Program)

## **Definition**

Whilst there is no definitive and universally accepted definition of bullying, the most influential research in the area of what constitutes bullying has been proposed by Olweus (1993):

*"...bullying may be defined as a student being exposed, repeatedly and over time, to intentional injury or discomfort inflicted by one or more other students. This may include physical contact, verbal assault, making obscene gestures or facial expressions, and intentionally excluding the student."*

The National Safe Schools Framework (2011) defines bullying as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. *"....Bullying is thus conceived largely in behavioural terms, that is, it involves negative actions on the part of the perpetrator"* (Rigby 2006 from Bullying Solutions p.4)

It is important to note that cyber bullying has become a significant area of concern and action in recent years. Cyberbullying may be defined as *"....any form of bullying that utilises technology such as instant messaging, online chat rooms, online bulletin boards and email. In many ways this is a more insidious form of bullying since it may reach into a victim's home"*.

In other words, technology now allows the bully to inflict psychological harm on his or her victim anywhere and any time without respite. (Schools and the Law – Des Butler and Ben Matthews p.46)

The Commonwealth Code sets as an offence the use of a carriage service (such as a mobile or internet) in a way that is menacing, harassing or offensive. The maximum penalty for committing the offence is three (3) years imprisonment.

'*Sexting*' is an occurrence that may be considered bullying. Under present legislation perpetrators place themselves in the serious position of making, viewing and/or sending inappropriate and unlawful material.

It is important to note that conflict or fights between students or single incidents are not usually defined as bullying.

(CSO Student Anti-Bullying Policy - May 2012)

## **Identification of Bullying**

Bullying can take many forms. We consider the following behaviours to be bullying:

## **Physical**

- Hitting, kicking, punching
- Pushing, shoving, spitting
- Making rude gestures
- Taking or damaging something which belongs to someone else
- Forcing others to hand over food, money or something which belongs to them
- Making someone do something they don't want to

## **Verbal**

- Ongoing name calling and teasing
- Mimicking
- Threats and intimidation

## **Ethnicity**

- Making fun of someone because of their appearance, physical characteristics or cultural background
- Making fun of someone's actions

## **Emotional**

- Using status in a group
- Excluding others from the game or group
- Spreading stories about others
- Spreading untrue stories about others

## **Rationale**

Holy Spirit Infants School seeks to be a place of acceptance, affirmation and justice. We believe that bullying strikes at the very basis of these values and prevents students from reaching for excellence in every dimension of their lives. Students are entitled to receive their education free from humiliation, harassment, oppression and abuse.

Bullying affects everyone, not just the bullies and the victims. It also affects those other people who may witness violence, intimidation and the distress of the victim. The latter may especially affect family relationships. Bullying can also damage the atmosphere of a class and even the climate of a school.

Bullying behaviour is in conflict with the care values and purpose of a Catholic school. Bullying needs to be recognised, named and addressed to ensure Holy Spirit Infants works towards an authentic Christian school culture.

(CSO Student Anti-Bullying Policy – May 2012)

## **Aims**

This policy aims to:

- Provide clear and consistent guidelines to staff parents and students to prevent, identify and respond to allegations of bullying.
- To put in place practices that assist in the development of a school culture free from the fear of bullying, harassment, intimidation and victimisation.
- To provide guidelines to facilitate the consistent procedures for record keeping in relation to bullying investigations.

- To provide a policy to ensure regular evaluation and review of procedure to maintain best practice.

## Implementation

### Primary Prevention - Community Education

The following evidence based programs and strategies support teachers in the implementation of the Anti-Bullying Policy:

- **“I, 2, 3 Magic”** is a Behavioural Management Program devised by Dr T. Phelan. The program is based on **Stop Behaviours**-things you want the kids to stop eg fighting, whinging, arguing, annoying teasing etc. and **Start Behaviours**- things you want the kids to do eg learning, listening, giving one’s best.  
It develops a positive social culture in classrooms that penalises poor inappropriate choices and reinforces appropriate choices.

Holy Spirit Infants School will continue to implement strategies to support each of the above components.

- **“You Can Do IT Program ”** is a social training program that develops the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community (good citizenship).

**YCDI’s mission** is to realise, through the following beliefs and actions:

- The building of social, emotional, and motivational capacity of young people rather than on their problems and deficits.
- The encouragement of prevention, promotion, and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.
- The development of a strength-building approach, where YCDI seeks to build the capabilities of adults (community, school, home) associated with positive outcomes in young people.

### The 5 Keys of YCDI Education

The core purpose is the development of young people’s social and emotional capabilities, including:

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along, and
5. Resilience.

The above frameworks are implemented at Holy Spirit Infant’s School by the teaching of specific lessons during the PDH time allocation. Teachers are responsible for teaching the 1,2,3 Magic Program and the You Can Do IT lessons and promoting the key concepts behind both programs.

- **Implementation and Teaching of Support Materials**

[www.cybersmart.gov.au/Schools.aspx](http://www.cybersmart.gov.au/Schools.aspx). The Australian Communication and Media Authority (ACMA) site houses the Cybersmart School's Gateway, which provides a wide range of cybersafety information and teaching resources for primary and secondary schools.

### **School Support Services (Personnel)**

The following School Support Services (Personnel) support classroom teachers in implementing the Anti-Bullying Policy:

- **Learning Support Team (LST)**

The LST is chaired by the Learning Support Teacher (Mrs Katherine Blake, 2013).

The LST is responsible for management of identified students in the need of learning/behaviour management.

The LST meets monthly and is made up of the Learning Support Teacher, Executive staff members, Pastoral Care Worker School, Psychologist and interested staff.

LST assists in managing support for those children who receive SWD funding as well as those children identified as at risk and in need of learning or behaviour.

- **Early Identification of Children at Risk**

Any student who displays behaviour which is of concern, should be referred to the Learning Support Team and Executive, and an appropriate plan of action undertaken. This is to be done in consultation with the classroom teacher, parents, student support personnel and, if deemed necessary, outside agencies such as the CSO Student Support services.

- **Student Welfare Program**

Holy Spirit Infant's School has a School Pastoral Care Worker (Roger Whitney), employed by the Catholic Schools Office (CSO). The Pastoral Care Worker provides support and assistance to members of the school community.

- **School Counsellor**

Holy Spirit Infants School has a School Counsellor (Ms Gayna Turner) available to support students once a fortnight. Students are referred to the School Counsellor through teacher/staff nomination and follow a referral process with the assistance of the LST.

### **Monitoring and Management Instruments**

- **Disciplinary Measures**

When a child infringes the rights of others or breaks the school or classroom rules, it may be necessary to impose disciplinary measures. The disciplinary response will depend on the severity of the infringement. The staff of Holy Spirit have developed clear guidelines for students. These disciplinary measures are directly linked to the school and classroom rules, and illustrate actions which contravene these rules, and consequences/sanctions for each specific action. The

classroom and playground rules for each stage are clearly displayed in classrooms and adhered to consistently by all supervising teachers.

Where serious inappropriate behaviour occurs, a number of steps will be taken by the Principal before suspension/expulsion occurs, although in extreme cases immediate suspension/expulsion may be appropriate.

- **School – Wide Pastoral Care Policy**

Holy Spirit Infants School has adopted an effective Pastoral Care Policy that incorporates Behaviour Management that is conducive to supporting an enhanced learning environment resulting in better outcomes for all members of the school community.

Students, staff and parents, in an effort to foster a true partnership, benefit from a predictable, consistent framework within which student behaviour can be monitored and guided within a framework of positive reinforcement and recognition of the student's efforts to modify their behaviour to support the foundation principles of the Pastoral Care Policy.

The Pastoral Care Policy is available to all parents on the school portal and printed copies in the school foyer.

## **Bullying Prevention**

### **Early Intervention**

- It is the classroom teacher's responsibility to be aware of the behaviours of the students they teach.
- It is the classroom teacher's responsibility to ensure that students are aware of the consequences regarding bullying.
- It is the classroom teacher's responsibility to encourage and maintain open communication with parents so as to become the first port of call for all parent correspondence.
- Encourage children to report bullying incidents involving themselves or others.
- Classroom teachers regularly reminding students to report incidents, and that reporting is not dobbing.
- Parents encouraged to contact the classroom teacher if they become aware of a problem.
- Safe lunchtime and recess venues are regularly publicised and supervised.
- Public recognition and reward for positive behaviour and resolution of problems through "U Can Do It- Gotcha" awards.
- Executive informed of all bullying incidents.
- Stage 1 incursions focusing on anti-bullying themes where possible.
- Liaise with Police School Liaison Officer to conduct stage appropriate information sessions for students. Parents and carers to be given the opportunity to attend.

# **Identifying Bullying**

## **STEP 1**

### **Intervention: Procedures for Reported Incidence of Bullying**

Steps to be followed upon report of bullying:

- Incidents of bullying reported to teacher by students, parents or staff members.
- Incidents relayed to Principal who initiates a 'Register of Action' form..
- 'Initial Action Tool' commenced by class teacher who interviews alleged perpetrator, victim and any bystanders to establish facts.
- Incident reports completed and handed to Principal.
- Flow chart is followed and a decision regarding an act of bullying made. This decision is made after consultation between class teacher, LST (when possible ) and Principal..

## **STEP 2**

### **Act of Bullying Verified**

- Appropriate person counsels so that person who bullied is aware of the effect on victim.
- Appropriate person ensures the perpetrator acts in a responsible and constructive way to remedy the situation (written or verbal apology also needs to be given).
- Teacher puts appropriate steps from Pastoral Care Policy in place (withdrawal, contracts, etc).
- Teacher and student complete a bullying incident form which is sent home for discussion and parent signature.
- Principal files 'Initial Report for Identifying Bullying – Initial Action Tool'.
- Contact School Liaison Police Support if appropriate.

## **STEP 3**

### **Support for Victim**

- Victim given appropriate support over a period of time. Counselling made available with the Pastoral Care worker and referral to psychologist if required.
- Support from external agencies also provided.
- Parent contact made during and after the process.

## **STEP 4**

### **Incidence of Bullying**

- Appropriate person notifies perpetrators parents and an interview is scheduled with the class teacher LST(where possible) and Principal.
- Incident is recorded on an 'Initial Report for Identifying Bullying – Initial Action Tool'.
- 'Initial Report for Identifying Bullying – Initial Action Tool' is filed with the Principal.

## **STEP 5**

### **If further incidence of the bullying cycle occurs;**

- Teacher, in collaboration with the Principal to interview student and their parents.
- Principal to make clear consequences of repeat occurrence.
- Counselling (on a private basis) is recommended for student who bullied.
- Further action (internal/external suspension, exclusion and expulsion) is at the prerogative of the Principal in consultation with CSO.

## **STEP 6**

- Act of bullying not verified. Teacher to follow Pastoral Care Policy and impose appropriate consequences if necessary as well as recording details on the 'Register of Action' form.

## **STEP 7**

### **Police Intervention**

- If police come to the school to interview students appropriate adult must be present (See CSO Document – CEC Advice for Principals – Police Notification.

**All documentation relating to 'Acts of Bullying' will be kept in a central area in the AP's office.**

### **Post-Validation Policy Outcomes**

Discipline consequences for bullies will be in line with the school's Pastoral Care Policy (incorporating the Behaviour Management Plan). The severity of the incident, level of remorse and previous behavioural history of the bully will affect severity of discipline:

- Ongoing monitoring of identified bullies/victims.
- Ongoing counselling from appropriate agency for both victim and bully.
- Development of peer partnering and peer mentoring programs where necessary.
- Public acknowledgement/rewards for positive behaviour and reinforcement of school policy.

### **Dissemination of Anti-Bullying Policy and Procedures**

- Parents, teachers, students and the community will be aware of the school's position on bullying through the school portal and specific parent meetings, as well as through the newsletter.
- Staff will be made aware of their responsibilities with regard to the policy.
- Development and distribution of a pamphlet to all students at the beginning of the school year or when a student enrolls throughout the year.

## **Responsibilities**

### **Responsibilities of School Executive**

- Model appropriate behaviour at all times.

- Monitor and reinforce school Anti-Bullying Policy.
- Monitor specific incidents of bullying and reviewing management and record keeping of the incident.
- Ensure all documentation is completed within an acceptable time frame.
- Initiate and foster relationships with children at risk of bullying behaviours to provide appropriate pastoral care and support.
- Consistent evaluation of the Anti-Bullying Policy.

### **Responsibilities of Staff**

- Be role models in word and action at all times.
- Ensure that classroom management practices support respect for others.
- Be observant to signs of distress or suspected incidents of bullying.
- Deal with all reported and observed incidences of bullying as set out in this policy.
- Ensure that children are supervised at all times.
- During playground duty, make efforts to remove opportunities for bullying by actively patrolling.
- Arrive at class on time, and move appropriately between lessons including specialist lessons.
- Report incidences of bullying to the class teacher/Principal/Executive staff if this is warranted.

### **Responsibilities of Students**

- Tell a parent/class teacher/staff member if they are being bullied, or if they see someone else being bullied, both at school, and on the way to and from school.
- Escort the victim to the closest teacher or notify the teacher that bullying has taken place.
- Do not bully others.

### **Responsibilities of Parents**

- Parents are encouraged to avail themselves of the parent education opportunities offered by the school.
- Watch for signs that their child may be being bullied, eg unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.
- Speak to someone on staff (classroom teacher first) if their child is being bullied, or they suspect that this is happening.
- Encourage their child to 'tell' if they are bullied.

### **Budget**

A budget to support the purchase of appropriate resources will be allocated out of school funds. Resources are found in the 300 section of both the Teacher Resource Room and Staffroom Resources. DVDs and computer software are stored in the library.

## **Evaluation**

This policy will be evaluated as part of the review cycle, or as the need arises. The staff will evaluate the policy by incorporating the following questions:

- Do Rationale/Aims continue to reflect our needs?
- Is the implementation section appropriate and user friendly? (Do staff understand what is expected?)
- What areas of the policy need updating?
- Are there additional requirements now necessary?

### **Support Documents** (see CSO Anti-Bullying Policy)

- Appendix 1: Step 1: Incident Report for Identifying Bullying, Alleged Bullying – Initial Action Tool
- Appendix 2: Step 2: Bullying Assessment and Action Flowchart
- Appendix 3: Step 3: Anti-Bullying Procedures for Staff - Flowchart
- Appendix 4: Parent Notification Templates
- Appendix 5: Anti-Bullying Parent/ Student Agreement
- Appendix 6: Register of Action
- Appendix 7: Anti-Bullying Pamphlet

## INCIDENT REPORT FOR IDENTIFYING BULLYING ALLEGED BULLYING – INITIAL ACTION TOOL

Bullying is a serious offence and is not acceptable in our school. All school employees are required to report/investigate alleged violations and **every alleged act** of bullying will be duly investigated, and parent/carers informed.

School .....

Teacher investigating incident .....

Name and class of student .....

Date and time of incident.....

Where did the incident occur? .....

Please circle:

On bus transport	On playground	In classroom	Outside school	Other
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Who reported the alleged incident?

Please circle:

Alleged victim	Other student/s	Parent/Carer	Member of staff	Wider school Community member	Other
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Identify the nature of the alleged bullying incident:

Please circle:

**Written**

For example: graffiti, notes, letters, writing on books, written threats, ridicule through drawings

**Social**

For example: lying, spreading rumours, playing a nasty joke, mimicking and deliberate exclusion

**Verbal**

For example: name-calling, insults, threats, severe sarcasm, abusive comments, racist remarks

**Physical**

For example: pushing, shoving, fighting, tripping, hitting, poking, spitting

**Cyber**

For example: using technology such as email, mobile phones, chat rooms, social networking sites, etc to verbally, socially or psychologically bully

**Psychological bullying**

For example: intimidation, manipulation and stalking

**Damage to property**

For example: theft of bags, clothes, money, property, tearing clothes, ripping books

**Bystander**

Encouraging others to bully or witnessing bullying without taking affirmative action

**Briefly outline what occurred in the alleged incident:**

Is there concern the alleged incident may have been influenced by any of the following?

Please circle:

Race/culture	Disability	Gender	Socio-economic status	Other
--------------	------------	--------	-----------------------	-------

Is there evidence of an imbalance of power in this incident through either:

Please circle:

Academic ability	Age	Social status	Strength	Size	Other
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Is there evidence that this behaviour is deliberate or planned?

According to the alleged victim has he/she experienced other or repeated incidences of bullying from the alleged perpetrator? (If yes, please give dates, who was involved, outcomes)

Is there any relevant background/history to this alleged incident?

Were there any witnesses? (Identify student name/s and class/es)

What do the witnesses to the alleged incident perceive happened?

What effect is the situation having on the alleged victim's wellbeing including self-esteem, feelings about school, motivation, relationships with peers, physical health, etc?

What is required to resolve this situation now and in the future?

Indicate the investigative procedures carried out.  
Please circle

Interviewed student/s involved	Interviewed parents of victim/s	Interviewed parents of alleged perpetrators
--------------------------------	---------------------------------	---

After investigation, was the allegation of bullying substantiated?  
Please tick

Yes                       No

If 'No', please sign below and place a copy of this bullying Situation Analysis Tool in school's bullying file in AP's office and refer to school's Pastoral Care Policy & Anti-Bullying Policy for actions and ideas for follow-up.

Date of Warning Slip/s ..... Colour (please circle)    yellow    red

Details of Consequences (e.g. apology) following discussion with supervising PC and/or AP.....

.....  
.....

If 'Yes', please sign below, place copy of this Bullying Situation Analysis Tool in school's bullying file in AP's office and refer to supervising PC and/or AP for follow-up. The Register of Action must be filled out to demonstrate what is being done to address the problem. Action must be taken as soon as possible.

Signed ..... Date .....

## FLOWCHARTS AND PROCEDURES

### Bullying Assessment and Action Flowchart

#### Interview all students involved in the incident.

- What happened? How did it start? Did you tell him/her to stop? Is there anything you did that might have contributed to this happening?
- Where clarification is required by the school. The CSO/Police Liaison Officer should be contacted.

#### Was this possibly a crime?

Was there physical contact or injury, use of a weapon, serious threat of injury, stalking, sexting, and loss of property or damage to property?

Yes

#### Contact the Police

Let them investigate and decide whether a crime has occurred.

#### Notify parents

Generally speaking, inform the parents of the targeted student that you have contacted the parents of the perpetrator.

No

#### Was there aggression?

Physical aggression such as hitting, shoving or threatening injury; verbal aggression such as teasing or name-calling; social aggression such as spreading rumours and shunning; psychological aggression such as inappropriate texting, sexting.

No

#### Not bullying

Consider disciplinary/RJ action from school student welfare/pastoral/discipline procedures

Yes

#### Was there dominance?

Was the aggressor stronger or dominant over the other?  
Was one side outnumbered?

No

#### Not Bullying

Consider disciplinary/RJ action from school student welfare/pastoral care/discipline procedures.

Yes

#### Was there persistence?

Was there more than one incident, or did the aggressor fail to stop when asked?

No

#### Not bullying

Would be deemed bullying if behaviour continued. At this point, consider disciplinary/RJ action from school student welfare/pastoral care/discipline procedures.

Yes

### Respond to Bullying

1. Provide appropriate support structures for alleged victim.
2. Discipline the aggressor for bullying, based on the seriousness and persistence of the behaviour using procedures from school policy.
3. Educate and counsel all students, including bystanders, about bullying.
4. Encourage the aggressor to apologise and state their intention to desist from the unwanted behaviour.
5. Ask all students, "What could you do that would keep this from happening again?"
6. Ask all students, "Would you let me know if anything like this happens again?"
7. Monitor and follow up to make sure that bullying does not recur.
8. Liaise regularly with Police Liaison Officer.

# Anti-Bullying Procedures for Staff – Flowchart

## Disclosure and response

Student/parent/carer/staff member discloses bullying incident. Staff member responds to the allegations of bullying where possible, and promotes a safe and supportive environment of support for the victim.

**Is this bullying?** (refer to policy)  
For high risk concerns notify Principal urgently.

No

## Not bullying

Consider disciplinary/RJ action from school student welfare/pastoral care/discipline procedures.

Yes

## Alleged bullying – Initial Action Tool

(Support document p.15)

Staff member completes Initial Action Tool, gathering information and sending a copy to the AP/Executive staff member.

Is this life threatening, a risk of significant harm and/or criminal behaviour?

Yes

## Contact the police

Let them investigate and decide whether a crime has occurred.

## Notify parents

Generally speaking, let parents of the targeted student know that you have contacted the police. Where appropriate, make contact with the parents of the perpetrator.

No

## Informing Leadership

Staff member informs designated leadership personnel of the incident. Case manager appointed to manage this alleged bullying matter (until resolved). This is normally an executive staff member.

## Formal information gathering and record keeping

- Case manager collects signed and dated written statements from all involved, and/or interviews separately those involved.
- Case manager consults with AP/Executive who determines recommendations for action eg counselling, social skills training, Zimmerman Services intervention, police liaison officer, and disciplinary action.

## 6. Documentation of the Anti-Bullying Plan

- Case manager records meeting notes and anti-bullying plan, giving a copy to AP and files a copy in student record file.

## 7. Monitoring

Case manager monitors and reviews situation with student/s, staff, and parents until resolved.

## 8. Is the Plan effective?

No

Principal to inform CSO (Assistant Director) of incidents that invokes suspension or expulsion process or police intervention.

Yes

Records placed into student files by case manager and case is closed.

# Parent Notification



## HOLY SPIRIT INFANTS SCHOOL

**CHURCH STREET**  
**ABERMAIN NSW 2326**  
**P.O. BOX 11 WESTON 2326**  
**EMAIL: [admin@abermain.catholic.edu.au](mailto:admin@abermain.catholic.edu.au)**

**PHONE: 4930 4361**  
**FAX: 4930 4363**  
**MOBILE: 0447 304 362**

Date .....

Dear.....

On \_\_\_\_\_ a disclosure was made to the school that \_\_\_\_\_ has been involved in a bullying incident.

Careful investigation of this disclosure has confirmed that unfortunately, \_\_\_\_\_ has been involved in a bullying incident.

I would like to inform you of the following action taken, according to the school's Anti-Bullying Policy:

.....  
.....  
.....  
.....

If at a later date you become aware of any incidents of this nature occurring again, I would ask you to alert the school so that further action can be taken.

Please do not hesitate to call me if you wish to discuss this matter further.

Thank you for your support.

Yours sincerely

Principal.

 .....(return this section)

I acknowledge receipt of this letter and support the school in its actions to address bullying.

Name ..... Signature .....

Date ..... Please return to ..... by .....



# HOLY SPIRIT INFANTS SCHOOL

**CHURCH STREET**  
**ABERMAIN NSW 2326**  
**P.O. BOX 11 WESTON 2326**  
**EMAIL: [admin@abermain.catholic.edu.au](mailto:admin@abermain.catholic.edu.au)**

**PHONE: 4930 4361**  
**FAX: 4930 4363**  
**MOBILE: 0447 304 362**

Date .....

Dear .....

A disclosure was made to the school alleging that \_\_\_\_\_ has been involved in a bullying incident.

I would like to inform you of the following action taken, according to the school's Anti-Bullying Policy:

.....  
.....  
.....  
.....

I am hopeful that \_\_\_\_\_ will not take part in any further incidents of this nature.

Please do not hesitate to call me if you wish to discuss this matter further.

Thank you for your support.

Yours sincerely

Principal.

.....(return this section)

I acknowledge receipt of this letter and support the school in its actions to address bullying.

Name ..... Signature .....

Date ..... Please return to ..... by .....

# Anti-Bullying Parent/Student Agreement



## HOLY SPIRIT INFANTS SCHOOL

**CHURCH STREET**

**ABERMAIN NSW 2326**

**P.O. BOX 11 WESTON 2326**

**EMAIL: [admin@abermain.catholic.edu.au](mailto:admin@abermain.catholic.edu.au)**

**PHONE: 4930 4361**

**FAX: 4930 4363**

**MOBILE: 0447 304 362**

### Holy Spirit Infants School, Abermain Anti-Bullying Policy Parent/Carer and Student Agreement

I/We, the parents of ..... Class ..... have read the Anti-Bullying Policy with our son/daughter.

I/We have reinforced with them the following and they are aware that bullying is:

- A deliberate and unjustifiable behaviour
- Intended to cause fear, distress and/or harm to another
- Physical, verbal or indirect/relational
- Conducted by a more powerful individual or group

We have also reinforced and they are aware that their responsibility is to:

- Tell the person who is bullying to stop
- Ignore them and walk away
- Seek help, talk about it to someone you trust
- Report it to a member of staff, a trustworthy friend or buddy. Feel confident the incident can be solved
- Talk it over openly with your parents – they can help you make a decision
- Do NOT retaliate with physical or verbal abuse
- If you are experiencing bullying on the way to or from school, tell your parents
- Save any texts, email messages and show parents and report it to police

If they witness bullying we have reinforced and they are aware, they are to:

- NOT join in with the bully
- Tell the person to stop bullying
- Be a friend to the person being bullied
- Encourage the person being bullied to inform someone
- Seek help, you should do something about it and help to protect others
- Talk it over with a staff member or another adult

### WE ENCOURAGE EVERYONE TO TAKE ACTION AGAINST BULLYING AT HOLY SPIRIT INFANTS SCHOOL

Parent Name ..... Signature .....

Student Name ..... Student Signature .....

Date .....





## **THE IMPORTANT ROLE OF PARENTS**

### **As parents you can:**

Be aware of the signs of distress in your child, e.g. unwillingness to attend school, a pattern of illness, change in behaviour such as tantrums, grumpiness or withdrawal, missing equipment, request for extra money, damaged equipment or clothing

Take an active interest in your child's social life and acquaintances

- ◆ Assist your child to discuss any incidence of bullying with a teacher. If possible, first allow your child to report and deal with the situation. Your child can gain respect and confidence through taking the initiative and dealing with the problem without direct parental involvement.
- ◆ If your child is being bullied, discourage any planned retaliation, either physical or verbal, by discussing positive strategies they can use.
- ◆ Be positive about your child's qualities and encourage your child to be tolerant and caring.
- ◆ Be willing to attend interviews if your child is involved in an incident of bullying, and work cooperatively with the school.
- ◆ Be willing to inform the school of any cases of suspected bullying even if your child is not directly involved or affected.
- ◆ Do not deal directly with the other children or their parents but work through and with the school.
- ◆ Discuss with your child the school's expectations about behaviour and how best to deal with bullying.
- ◆ Avail yourself of parent education opportunities provided by the school

## **THE RESTORATIVE APPROACH**

**We use a 'Restorative Approach' to deal with incidents of bullying. Briefly this approach consists of the following:**

1. **Individual meetings are held, with each of the students involved in the bullying situation, e.g. the student or students bullying, the person being bullied and any bystanders who may have seen what was happening.**
2. **Each student is asked about the problem and to suggest ways in which he or she personally could help to improve the situation.**
3. **The person being bullied is also given the opportunity to discuss what happened and encouraged to think of ways to improve the situation.**
4. **Follow-up meetings, discussions and planning give students the opportunity to change and improve their attitudes and behaviour and to put these into practice in a supportive environment.**

Bullying can be a complicated problem, which time and patience to resolve properly. Using this approach, we are committed to the safety and well being of everyone.

**If students choose to continue bullying and not change their attitudes and inappropriate behaviour, we will put consequences in place.**

These could include:

- BMC and BMP Consequences
- Internal/external suspension
- Exclusion

***It is important to note that these steps may vary according to individual situations. Our school does not use a 'One size fits all approach.'***

These procedures have been ratified and endorsed by the Holy Spirit Infants School Abermain Staff and Students, April 2013

# **Holy Spirit Infant's School Abermain**

## **ANTI-BULLYING INFORMATION**



A document to support parents engaging in conversation with their children

### School Vision

Holy Spirit Schools are called to draw inspiration and strength from the Gospel as we seek to actively witness the living presence of Jesus Christ throughout the community.

### Mission Statement

Holy Spirit Schools are communities that strive for excellence in education. We provide an environment in which students are encouraged to live out Gospel values, especially those of acceptance, respect, compassion and honesty.

We do NOT tolerate bullying or harassment in any form.

### BULLYING IS:

- ◆ A deliberate and unjustifiable behaviour;
- ◆ Intended to cause fear, distress and/or harm to another;
- ◆ Physical, verbal or indirect/relational;
- ◆ Conducted by a more powerful individual or group;

### SOME EXAMPLES OF BULLYING

**Physical:** someone using physical size/strength to intimidate/hurt another person can involve hitting, tripping, pushing, throwing objects etc.

**Verbal:** ongoing name calling and teasing, mimicking, spreading rumours, threats and intimidation.

**Ethnicity:** when someone's race is used against them.

**Emotional:** Using status in a group, excluding, ridiculing, humiliating in an ongoing way.

**Non verbal:** threatening and obscene gestures, inappropriate body language, taking/hiding others' belongings and cyber bullying

### WHAT CAN I DO?

#### *If it happens to me:*

- ◆ Tell the person who is bullying to stop. State quite clearly
- ◆ Ignore them and walk away
- ◆ Seek help. Talk about it to someone you trust
- ◆ Report it to a member of staff, a trustworthy friend or buddy. Feel confident that incident can be solved.
- ◆ Talk it over openly with your parents – they can help you make a decision
- ◆ Do NOT retaliate with physical or verbal abuse
- ◆ If you are experiencing bullying on the way to or from school, tell your parents
- ◆ Save any texts, email messages and show parents and report it to police.

#### *If it happens to someone else:*

- ◆ Do NOT join in with the bully
- ◆ Tell the person to stop bullying
- ◆ Be a friend to the person being bullied
- ◆ Encourage the person being bullied to inform someone
- ◆ Seek help. You should do something about it and help to protect others
- ◆ Talk it over with a staff member or another adult

**WE ENCOURAGE EVERYONE TO TAKE ACTION AGAINST BULLYING AT HOLY SPIRIT INFANT'S SCHOOL.**

### WHAT WE DO AT HOLY SPIRIT INFANT'S SCHOOL TO REDUCE BULLYING.

#### **PREVENTION**

- ◆ Use the curriculum to teach students about respectful relationships and being a good citizen
- ◆ Develop programs to help students
- ◆ Teach students about conflict resolution
- ◆ Teach about diversity and empathy
- ◆ Provide professional learning for staff in collaboration with local agencies

#### **INTERVENTION**

- ◆ Counsel students
- ◆ Talk to parents/carers of the victim and the perpetrator about the situation
- ◆ Implement negotiated consequences for those who bully others
- ◆ Teach students not to be bystanders and go for assistance from any member of staff
- ◆ Ensure all staff know how to address bullying effectively respectfully and timely
- ◆ Keep written records of all reported incidents

#### **POST INTERVENTION**

- ◆ Monitor the situation to ensure student safety and well being are maintained
- ◆ Talk with parents/carers about strategies to help bullied children
- ◆ Review our classroom and yard procedures to ensure they are effective
- ◆ Review and evaluate our behaviour code and anti-bullying policy annually