

**ST FRANCIS XAVIER  
CATHOLIC PRIMARY SCHOOL  
GOODNA**



**St Francis Xavier**  
Primary School  
*Kids who care*

**ANTI- BULLYING GUIDELINES**

2016

# ANTI-BULLYING PROCEDURES

## Rationale

In keeping with the school motto “Kids Who Care” and the National Safe Schools Framework, initiated by the Federal Government, which mandates that all Australian schools be safe and supportive environments, our anti-bullying guidelines has as its purpose to create a school that is a place where we love and care for one another and where we are responsible for our actions and learn from their mistakes. Every student and staff member has the right to feel safe within our learning and working environment.

Therefore, bullying or harassment is not accepted in any form. All members of our community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. We aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted.

## Definition of Bullying and Cyberbullying

***Bullying is defined 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 (National Safe School's Framework, 2011)***

### Bullying is

- when someone gains power over another person by hurting or harming that person, more than just once.
- intentional and there is an imbalance of power
- continuing to ‘pick on’ someone, torment them or exclude them, so that the person feels helpless.
- when others encourage bullying behaviours that is being observed.

### Forms of bullying:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, offensive comments, spreading of rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridiculing, humiliation, intimidation
- Racial: taunts, graffiti, gestures, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

### What is NOT Bullying (referenced from BCE guidelines)

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.

### SIGNS YOUR CHILD MAYBE BEING BULLIED

- Loss of interest in schoolwork
- Reluctance to attend school
- Diminished academic performance
- Reluctance to talk about school and activities
- Limited social contact with peers
- Mood swings, especially toward depression, irritability, unhappiness or outbursts of anger
- Reported headaches, stomach pains (frequently in the morning before leaving for school), poor appetite
- Loss of sleep
- Visible cuts, scratches, bruises
- Loss of personal property because of theft, extortion or damage to personal property

## **IMPLEMENTATION**

At St Francis Xavier School we will:-

- Openly talk about bullying – what it is, how it affects individuals, groups and the community and what we can do about it.
- Provide our students with opportunities to develop skills, which will build their self-awareness and self-management skills.
- Encourage students to 'tell' of incidents of bullying or of being bullied. Establish 'telling' as acceptable and responsible behaviour valued in our community.
- If bullying is confirmed, then see actions (response) below.

## **RESPONSIBILITIES AND RESPONSE**

### **Rights**

- Every person has the right to feel safe.
- Every person has the right to be treated with respect and fairness.
- Every person has the right to learn.

At school it is everyone's responsibility to take the necessary steps to stop bullying behaviour.

### **Responsibilities**

Staff, students and parents have the following responsibilities:

*Leadership Team will:*

- Ensure that the expectations of children and teachers are clear
- Communicate effectively and promote the school's behaviour management policy
- Respond to each incidence of bullying in accordance with the procedures of this policy

*All staff will:*

- Model caring and tolerant behaviour
- Discourage signs of bullying or anti-social behaviour
- Be vigilant and observant for signs of bullying in the playground and classroom and actively listen and treat all incidences seriously
- Teach and clarify what bullying is/is not to students, to promote resilience through 'Beating Bully Bulldozer program' and 'Stop, Think, Do' strategies
- Teach and promote resilience
- Encourage students to report bullying incidences
- Respond to all reported and observed incidences of bullying according to our Behaviour Support Plan (which sits within Brisbane Catholic Education Behaviour Support Plan and Bullying and Harassment guidelines)
- Ensure that bullying incidences are reported to a member of the Leadership Team
- Provide children with skills and strategies to recognise and manage stress which may arise through relationships
- Record identified bullying incidents, contact parents and promote positive partnerships between home and school

Students will be encouraged and supported to:

- Use the 'Stop, Think, Do' box to report incidents that are worrying them
- Use strategies taught – Stop, Think, Do and Bully Bulldozer Program
- Model appropriate behaviour – Say NO to bullying behaviours
- Use positive language and behaviour towards all others
- Be 'Kids who Care', in being a responsible bystander and taking appropriate action
- Report to a teacher, a staff member and/or their parents if they feel they are being bullied or if they witness any incidence of bullying. Pass on all details of the event to a teacher or a member of the Leadership Team

*Parents should:*

- Listen sympathetically to reports of bullying from their children
- Remind children of the 'Stop, Think, Do' box and encourage children to use their nominated support network at school
- Watch for signs that their child may be demonstrating bullying behaviour
- Instruct and encourage their children to 'tell' if they are bullied
- Speak to relevant school personnel (not the alleged student/s concerned), and
- Work in partnership with the school to discuss their concerns to address any bullying behaviour and seek assistance for their child

## **RESPONSE**

**When an investigation about bullying is required, the following procedures will be followed:**

1. St Francis Xavier Primary adopts a 'no blame' approach and process in the first instance. Those involved will be interviewed (by teacher or Leadership Team member) and made aware of the suspected bullying and the school's anti-bullying position. At this stage there may not be any consequences and parents may not be notified. The incident, if deemed not to be bullying, may be recorded and tracked according to the Behaviour Support Plan.
2. If bullying is identified, the teacher/ Leadership Team may choose to use the following methods (Rigby, K. 2013) with the children involved:
  - Mediation
  - Method of shared concern (if group involved)
  - Individual counselling

Parents of both the child exhibiting the bullying behaviour and the child who has been bullied will be notified of the level and severity of the incident and our response. A record of the incident is kept on the file using the School Behaviour Data Base. (Attached form to be completed by teacher with initial information). Action plan formulated.

3. Support and Monitor - continued monitoring by the classroom teacher and support will take place for an agreed period of time. This will be dependent on a number of variables some of which may be 1) age, 2) severity of incident, 3) frequency, 4) patterns of behaviour. Monitoring and support given will be recorded.
4. Continued bullying would result in a further action plan being devised, appropriate consequences for the child (see list below), and further dialogue with the parents. The Guidance Counsellor and or Learning Support staff and Brisbane Catholic Education personnel may be involved in formulating this action plan. Responses to bullying actions may include:
  - a. Risk management procedures (e.g Withdrawal from playground)
  - b. Teaching of social problem solving strategies
  - c. Offering opportunities for reconciliation between victim and bully
  - d. Ongoing counselling from appropriate agency
  - e. Rewards for positive behaviour
  - f. Internal suspension
  - g. External suspension
  - h. Assisted change of school

## **SUPPORT**

We support the student who has been bullied in the following ways:

- Offering the child who has been bullied an immediate opportunity to talk about the experience with their class teacher, another teacher or a member of the Leadership Team.
- Individual counselling session to discuss strategies which may include how to deal with the bullying behaviours, mediation if appropriate

- Informing and collaborating with the child's parents
- Continuing to monitor the child's behaviour and offering appropriate support
- Reinforcing processes for reporting of bullying incidents
- Documenting incident
- Taking necessary actions to prevent more bullying

We support the student who has bullied in the following ways:

- Talking immediately with the class teacher, another teacher or a member of the Leadership Team about what has happened and the behaviours the children have been displaying
- Informing the child's parents
- Individual counselling sessions discussing seriousness of behaviours, changes in behaviour and support that may be needed.
- Continuing to monitor the child's behaviour and offering appropriate support
- Targeted or individual interventions to support the development of socially appropriate behaviour
- Documenting the incident on the School Behaviour Data Base.

## **RECORD KEEPING**

All complaints of bullying will be recorded on the School Behaviour Database and the Bullying Form. See form attached.

Details on the form will include:

- The nature of the complaint
- Dates and names of parties concerned
- Staff members involved in handling the complaint
- Action taken and outcomes



**APPENDIX 1**

**RECORD OF REPORTED BULLYING BEHAVIOURS**

Date Recorded: \_\_\_\_\_

Reported by: \_\_\_\_\_

The Reporting Person was (please tick):

Child who has been bullied

Child who has observed

Staff member

Parent

Other

What happened? (Include time, place, date, event)

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Action Taken:

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Parents of children involved notified by:  Phone  Letter (to attach)

Signed: \_\_\_\_\_ Principal/APA/APRE

(This form to be uploaded on SBS data base)

## APPENDIX 2

### POSITIVE, PROACTIVE ANTI-BULLYING APPROACHES TO ASSIST STUDENTS TO BECOME RESILIENT

1. All staff made aware of bullying issues, student attitudes, the need to take action and of their role in implementing the policy. All staff to provide careful supervision and to model appropriate behaviour.
2. All stake holders (parents, children) informed of the policy
3. Teachers to follow St Francis Xavier Behaviour Support Plan and the Kids Who Care motto in the classroom as a prevention model. Programs used
  - o Term 1 – Beating Bully Bulldozer (see below the Beating Bully Bulldozer)
  - o Term 2 – Daniel Morcombe
  - o Term 3 – Bounce Back Cycles
  - o Term 4 – Kids Matter Activities

Other anti-bullying material included within the ACARA documents, social and personal capability provides a cross-curriculum content and is utilised to provide practice in conflict resolution and protective behaviours.

Self-protective behaviours – ignoring verbal put downs, enlisting adult or peer support, learning assertive responses, saying “no” and walking away, helping others being bullied. Changing the “don’t dob” culture. Modelling and teaching students to value and respect others.

#### 4. STOP/THINK/DO:

All classes will have a Stop Think Do 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 Mercy Matters sessions which occur weekly.

Essential components of this strategy are: -

#### STOP

- Definitions for the four categories used in this policy, i.e. bullying, conflict, social isolation or random acts are reviewed
- 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.

Below are optional strategies that may be used:

#### 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 of talking about the feelings and actions of both the child being bullied and the child bullying and to role play or discuss alternative choices that could have been made.

Intensive small group work for students who bully (conflict resolution, anger management) and students who are bullied (assertiveness training and self-protective behaviours).

### BEATING BULLY BULLDOZER CHARACTERS

<p style="text-align: center;"><b><u>ICY ISOLATION</u></b> <b>(Social isolation and / or rejection)</b></p> <p>Social exclusion:</p> <ul style="list-style-type: none"> <li>• intention is not necessarily to distress</li> <li>• choosing not to play with or be with another student</li> </ul> <p>Occurs because of:</p> <ul style="list-style-type: none"> <li>• negative perception of a student <b>or</b></li> <li>• strong bonding between students in a group which discourages new members</li> </ul>	<p style="text-align: center;"><b><u>CRAZY CONFLICT</u></b> <b>(Conflict)</b></p> <ul style="list-style-type: none"> <li>• disagreement between students eg. falling out between friends</li> <li>• dispute between students over a rule, decision, perception of a situation or an argument</li> <li>• relative equality of power and mutual distress (mutual accusations and claims)</li> <li>• both parties are seeking a solution to the problem</li> </ul>
<p style="text-align: center;"><b><u>ROVING RANDOM</u></b> <b>(Random acts of aggression, intimidation or meanness)</b></p> <p>Action taken with intention</p> <ul style="list-style-type: none"> <li>• to harm or distress another</li> <li>• to force them to do something</li> </ul> <p>Targets of aggression are:-</p> <ul style="list-style-type: none"> <li>• random</li> <li>• no pattern</li> <li>• no one student targeted on a regular or predictable basis</li> </ul> <p>Aggressor often claims to have been provoked by behaviour of target</p>	<p style="text-align: center;"><b><u>BULLY BULLDOZER</u></b> <b>(Bullying or harassment)</b></p> <ul style="list-style-type: none"> <li>• regular pattern of aggression directed towards one student on a regular and predictable basis</li> <li>• intention is to harm or distress</li> <li>• imbalance of power (student selected is less powerful in some way at the time e.g. more isolated, less aggressive, smaller, younger, different in some significant way)</li> <li>• only the targeted student is seeking a solution to the problem</li> </ul>