



ANTI-BULLYING POLICY

St James Primary

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Anti-Bullying Policy

PURPOSE

At St James Primary, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we [students, staff and parents] all share a responsibility for preventing it.

St James strives to provide clear procedures and strategies to prevent, reduce and respond to bullying.

POLICY FRAMEWORK

Schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice. In witnessing these values we reject ideas, beliefs and behaviours which marginalise or victimise people.

POLICY CONTENT

Whilst there is no universally accepted definition of bullying, there is general consensus that Bullying behaviour:

Definition

- is deliberate and often repeated
- intends to cause fear, distress, hurt or harm to another
- is action by a more powerful individual or group over a less powerful individual or group

Bullying takes many forms, all of which will cause distress. Examples of bullying include:

- **Physical** - hitting, pushing, tripping, kicking, spitting on others etc
- **Verbal** - teasing, using offensive names, ridiculing, spreading rumours etc
- **Non-Verbal** - writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures etc
- **Exclusion** - deliberately excluding others from group, refusing to sit next to someone etc
- **Extortion** - threatening to take someone's possessions, food or money etc
- **Property** - stealing, hiding, damaging or destroying property etc
- **Cyber** - any form of bullying which is carried out through electronic means such as mobile phones, email, chat room, social networking, 'sms', web page etc

How do we prevent bullying at St James Primary?

We believe, based on research, that prevention strategies through education that involve the whole school community [students, staff and parents] are more likely to reduce bullying. Therefore, at St James Primary School we recognise that we all share the responsibility to prevent bullying.

At St James Primary we adopt the following strategies to prevent bullying:

- Explicit teaching of positive behaviours embedded within the curriculum and our Positive Behaviours Whole School Matrix addressing positive relationships, conflict resolution, resilience, bystander action etc
- Regularly recognising and acknowledging students who demonstrate appropriate behaviours that promote and restore right relationships
- Vigilant classroom, playground and transition supervision as teachers are to actively supervise children at all times. Teachers should note supervisory duties for the day and are requested to turn up promptly to duty. Teachers are asked to be aware of playground 'hotspots' – toilets, moving from Bottom Playground to Top Area, canteen area and amphitheatre and visit these areas regularly throughout their supervision duty.

Provision of safe and structured playground spaces and activities at break times

At St James Primary **students** are encouraged to:

- take some positive action to stop the bullying if they observe an incident using our STOP, WALK, TALK approach
- report the bullying incident to a teacher as soon as possible
- make it clear to their peers that bullying is not accepted

At St James Primary **staff** are expected to:

- take positive action to stop the bullying when they observe an incident
- pass on information about any reported or observed bullying behaviours to the Principal / Assistant Principal for further action

At St James Primary **parents** are encouraged to:

- listen to their child and encourage their child to speak to their teacher
- contact the school if they have a concern (eg Principal, Assistant Principal)

How do we respond to bullying at St James Primary?

Bullying is viewed as a major breach of the St James Primary's rules and behavioural expectations and therefore follow up action will align with our school's Behaviour Management Policy.

Any reports of bullying will be investigated and appropriate action will be taken promptly. The response to bullying will include:

1. guidance and other support for the recipient of the bullying (eg re-skilling and re-teaching of strategies, resilience and social skills, counselling, conflict management skills, social net working etc).
2. guidance and support for 'bystanders', 'supporters' and witnesses of the bullying (eg intervention strategies etc),
3. age appropriate and consistent sanctions for the student who is bullied. (eg consistent with school Behaviour Management Policy).
4. interventions and support for the student who bullied included in a Behaviour Support Plan (eg specific interventions developed to reduce the bullying behaviour, teaching of replacement behaviours, reinforcers etc).
5. where appropriate informing parents as stated in the policy and involving them in any action and follow up.

Procedures for investigating bullying and follow up

In discerning appropriate responses to bullying, the collective welfare of the school community will be balanced with the individual needs of the student.

- Preliminary interview(s) will be conducted to ascertain the specific nature of the bullying. These interviews should be with individuals initially (ie student being bullied, students witnessing bullying, student engaging in bullying behaviour, staff etc).
- The initial interviews should focus on the safety of individuals. This should include:
 - ☐ a clear statement on the consequences if the bullying continues or if there are any reprisals as a result of the reporting of the incident.
 - ☐ immediate preventative actions that will be implemented to avoid further incidents.

Decisions will be made as to the level of severity of the incident and whether the parents of those involved need to be informed.

- Follow up interviews should focus on appropriate strategies to assist and support all involved within a Behaviour Support Plan. This Plan will specifically identify the inappropriate behaviours, name the replacement behaviours, outline strategies to support the replacement behaviours and reinforcers (both negative and positive) when behaviours occur.
- A record of the separate interviews should be kept.
- Regular monitoring and follow up with the students involved is necessary. (for example daily, prior to and after break times etc).
- Review of the Behaviour Support Plan will take place to modify strategies and supports.

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- Any further recurrence of bullying may result in an issue of warning re suspension and could lead to the implementation of suspension procedures and, if necessary, removal of the student from the school through:
 - Suspension pending negotiated transfer
 - Negotiated transfer or
 - Expulsion

St James PBS Bully Prevention Response

1. ESTABLISH A SOCIAL CULTURE

- Teach school-wide expectations e.g. *be respectful, be responsible, be safe, be a learner*
- **Acknowledge** appropriate behaviour
- Establish clear **consequences** for problem behaviour.
- **Develop** and **use** data systems for monitoring effects and making decisions.

2. TEACH SOCIAL RESPONSIBILITY

- **Teach** school-wide expectations first e.g. be respectful, be responsible, be safe, be a learner
- **Focus** on “non-classroom” settings e.g. oval, canteen, playground, bus area
- **Teach** bully prevention “SKILLS”
 - If someone directs problem behaviour toward you
 - If you see others receive problem behaviour
 - If someone tells you to “stop”

3. TEACH A SCHOOL-WIDE 'Stop Signal'

If someone is directing problem behaviour to you, or someone you are with, tell them to “stop.”

- **Establish** a “stop signal” for our school?
- Have a **physical** as well as **verbal** signal “Stop”

4. TEACH STRATEGIES - “Walk Away” and “Getting Help”

- Most socially initiated **problem behaviour** is maintained by peer attention.
- **Victim behaviour** inadvertently maintains taunting, teasing, intimidating and harassing behaviour.
- **Establish** a social reward for victim ‘walking away’ (**Do not reward problem behaviour**)
- The adult should always ask:
 - “Did you say
“stop”?
 - “Did you walk
away”?
- Where is the line between telling tales and reporting?

5. FOCUS ON THE ROLES OF ADULTS

- How to teach expectations
- Pre-correct: quick practice of appropriate behaviour prior to entering a high probability context.
 - *With whole class and with ‘at-risk’ students*
- Establish a reporting routine:
 - A student comes to you and reports that someone else was not respectful, ask:
 - “Did you say stop?”
 - “Did you walk away?”
- Talking to the student who was disrespectful, ask:
 - “Did he/she say stop?”
 - “What did you do?”
 - “Show me doing it the right way”

6. SUPPORT INDIVIDUAL STUDENTS

- Support for students who are aggressive:
 - Individual assessment
 - Family support
 - Teach appropriate social skills
 - Isolate from deviant peer group
 - Risk Assessment/RAMP
- Apply a problem- solving approach e.g. *Heart Head Hands*
- Support for students who are frequent 'victims'
 - **Redefine** roles
 - **Re-teach** respectful behaviour
 - **Teach** social skills
 - **Embed** student in constructive peer groups

POLICY REVIEW

The policy will be reviewed not less frequently than once every three years.

POLICY DATES			
<i>Formulated</i>	16/3/16	<i>Adopted</i>	16/3/16
<i>Implemented</i>	16/3/16	<i>Reviewed</i>	8/5/19
<i>Next Review Due</i>	TERM 1, 2017		
POLICY AUTHORISATION			
<i>Principal</i>	Nicholas McTaggart	<i>Signature</i>	

