



*St Augustine's*  
KEILOR

## Anti-Bullying Policy

### Rationale

St Augustine's Primary School is committed to providing a safe and caring environment that fosters respect for all. All members of the St Augustine's Community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self esteem. We aim to maintain a setting in which everyone feels valued and respected and where individual differences are understood, appreciated and accepted. Therefore, we do not tolerate bully or harassment in any form.

### Definition

We define bullying behaviour as being an intentional [planned and organised] or unintentional repeated action which hurts, threatens or frightens someone. It is an illegitimate use of power and can be either an individual or group action. Bullying is an ongoing act of aggression causing embarrassment, pain or discomfort to another.

Elements of bullying include –

- wanting to hurt someone
- acting on this desire
- the action is hurtful
- an imbalance of power
- no reason for the action
- persistent
- the bully getting pleasure from hurting the victim

Bullying should not be confused with childhood bickering or squabbling.

## TYPES OF BULLYING

	<b>DIRECT</b>	<b>INDIRECT</b>
<b>PHYSICAL</b>	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	Getting another person to harm someone Standing by and encouraging others
<b>VERBAL</b>	name calling teasing threatening making fun of someone because of their appearance, physical characteristics or cultural background making fun of someone's actions Humiliating put downs	spreading stories about others spreading untrue stories about others
<b>NON-VERBAL</b>	Threatening or obscene gestures Dirty looks, body language, damaging property, mean jokes	excluding others from the game or group
<b>CYBER</b>	Using the internet, email or mobile phone or any other IT equipment to be mean, rude or unkind to/about people	

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## **STRATEGIES TO DEAL WITH BULLYING**

At St Augustine's we:

Promote productive and respectful working relationships with all members of the school community

Openly talk about bullying – what it is, how it affects us and what we can do about it

Teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves, and give them the opportunity to practise these skills

Implement a policy which clearly states what actions we will take to deal with bullying behaviour

Establish rules and routines that are applied consistently

Ensure adequate supervision of students in classrooms and in the playground

Listen to reports of bullying and act upon them in a fair and just manner

Protect the person being bullied from further harm

Act to stop further incidences of bullying

Use *Circle Time* in classrooms to discuss issues related to bullying

Exercise discretion and protect the good name of all members of our community

## **RESPONSIBILITIES**

Staff:

Be role models in word and action at all times including appropriate problem-solving behaviours

Ensure that our 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

Ensure that children are supervised at all times

During yard duty make efforts to remove occasions for bullying by actively patrolling the designated areas

Report incidences of bullying to the Deputy Principal/Principal if this is warranted

Students:

To 'tell' (eg. a parent, teacher, staff member) if they are being bullied or if they see someone else being bullied

To help someone who is being bullied

To not bully others

Parents:

To watch for signs that their child may be being bullied

To speak to someone on staff (classroom teacher first) if their child is being bullied, or they suspect that this is happening

To encourage their child to 'tell' if they are bullied

To be aware of the difference between childhood bickering and bullying

To discourage retaliation or 'pay back'

## **PROCEDURE FOR REPORTING INCIDENT**

### **Steps to be followed upon report of bullying:**

Protect the bullied child from further harm and assure them that the incident will be dealt with as soon as practical

Follow up by teacher [ or Deputy Principal/Principal for serious incidents]

Appropriate person interviews alleged perpetrator, victim and any bystanders to establish facts

Inform the classroom teacher

### **Act of bullying verified:**

Appropriate person counsels so that person who bullied is aware of the effect on the victim

Teacher and student fill out a Behaviour Sheet which is sent home for discussion and parent signature

Appropriate person establishes clear steps to ensure 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 consequences in place (withdrawal, time out, detention, loss of internet privileges, reduced playtime, reduced choices about play etc)

Behaviour Sheet is filed

Student well-being co-ordinator and Deputy Principal are informed

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

Teacher, in collaboration with Principal/ Deputy Principal, to interview student and their parents

Principal to make clear consequences of repeat occurrence

Counselling is recommended for student who persistently bully

Further action (internal/external suspension)

### **Follow Up:**

Discuss incident with bystanders or other students involved

Discuss appropriate behaviour or better ways of acting

Speak to class/whole school if needed

Monitor both victim and bully over the following week

Assist in repairing and rebuilding the relationship

Acknowledge positive behaviour and changes in attitude

## **CHALLENGING INCIDENTS**

### **Physical Violence or Intimidation**

Call for assistance via walkie-talkie or send a child to the staffroom

Separate the students and move the onlookers away

Find out the facts

Refer to the Principal or Deputy Principal who may in turn refer to Catholic Education Office for advice

### **Whole –School Approach**

The issues are clearly articulated to staff including student climate because of the incident.

All staff are required to provide careful supervision of the aggressor.

Resources such as *Friendly Schools*, *Friendly Classrooms* are to be used to support and strengthen students skills in dealing with situations

Self –protective behaviours to be discussed at assemblies and in the classroom eg.

- Ignoring verbal put-downs
- Walking away and not buying in
- Helping others to walk away
- Challenging the 'don't dob' culture

Provide safe places to play and engage students in discussions about safe games to play

Provide intensive counselling for students with issues of anger management or non recognition of inappropriate behaviour

Parent meeting to discuss ongoing issues

If necessary segregate the playground and limit the choice of games

Lunchtime clubs in safe areas

Limit participation in activities off the school premises where supervision may be compromised eg.

Interschool sport, camp, excursions



