

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

	DIRECT	INDIRECT
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	Getting another person to harm someone Standing by and encouraging others
VERBAL	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

NON-VERBAL	Threatening or obscene gestures Dirty looks, body language, damaging property, mean jokes	excluding others from the game or group
CYBER	Using the internet, email or mobile phone or any other IT equipment to be mean, rude or unkind to/about people	

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:

- To be role models in word and action at all times including appropriate problem-solving behaviours
- To ensure that our classroom management practices support respect for others
- To be observant to signs of distress or suspected incidents of bullying
- To deal with all reported and observed incidences of bullying
- To ensure that children are supervised at all times
- To make efforts during yard duty to remove occasions for bullying by actively patrolling the designated areas
- To 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 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 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