



St Dominic's Primary School, Melton

ANTI-BULLYING POLICY

DEFINITION:

Bullying is repeated verbal, physical, social or psychological aggression that is directed towards a specific student by someone with **more power** and is intended to cause harm, distress and/or create fear.

Conflicts or fights between equals and single incidents are not defined as bullying.

The different types of bullying:

Face to face bullying:

Involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.

Covert bullying:

Is a subtle type of non-physical bullying which isn't easily seen by others and is conducted out of sight and often unacknowledged by adults.

Cyber bullying:

Occurs through the use of information or communication technologies such as text messaging, emails and social network sites. It can be anonymous, it can reach a wide audience and be sent or uploaded material can be difficult to remove.

Bullying has serious short term and long term psychological and social consequences for both students who are bullied and those who bully others including bystanders.

Harassment:

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin. It can also target religion, physical characteristics, gender, sexual orientation, marital status, parenting or economic status, age, ability or disability. This behaviour can offend, humiliate, intimidate or create a hostile environment.

Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person(s). It may be intentional or unintentional, i.e. words or actions that offend and distress one person may be genuinely regarded by the offending person as minor or harmless.

Harassment is unacceptable and needs to be addressed as part of creating a safe school but it would not be considered bullying if any one or more of the following three features were present:

- it occurred only once and was not part of a repeated pattern
- it (genuinely) was not intended to offend, demean, annoy, alarm or abuse
- it was not directed towards the same person(s) each time.

Violence:

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

RATIONALE:

St Dominic's School endeavours to provide a positive culture where bullying, harassment and violence is not accepted, and in doing so, all will have the right of respect from others, the right to learn or teach and to feel safe and secure in the school environment.

SIGNS OF BULLYING

Students who are frequently bullied:

- Are more likely to have physical symptoms such as headaches and stomach aches
- Have ongoing low self-esteem
- Experience high levels of anxiety and are more likely to be referred for psychiatric services
- May attempt or successfully commit suicide
- May resort to violent retaliation (National Safe Schools Framework)
- May not want to come to school
- May change their behaviour.

AIMS:

- To reinforce within the school community that no form of bullying is acceptable
- To build a culture where children gain confidence and develop resilience
- To ensure that everyone in the school community is alert to the signs and evidence of bullying and understand their responsibility to report to staff whether as observer or victim
- To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator
- To seek the full support and co-operation of all concerned parents, staff and children.

IMPLEMENTATION:

- Parents, teachers, children and community will be made aware of the school's position on bullying by means of verbal/written communication and via the school's website. It will be communicated regularly to the community e.g. school assembly
- The school will continue with existing structures and introduce others as seen to be appropriate.

A: PRIMARY INTERVENTION

- Build a sense of belonging and wellbeing amongst our school community
- Include implementation of programs such as Turning the Tide Program to ensure big picture issues of drug abuse, emotional disorder, etc. are considered and discussed as a community
- Provide Social Skills programs and the Making Jesus Real program to develop self esteem, resilience, conflict resolution, assertiveness, problem solving and protective behaviour strategies
- Each classroom teacher to clarify at the start of each year, the school policy on bullying – build in whole group strategies
- Staff and students to promote the philosophy of “No Put Downs”
- Ensure the possibility of a 1:1 relationship with a caring adult for all children
- Promote peer connectedness: Buddy program, Family groups, Class dojos
- Identify students at risk at the beginning of the year.

B: EARLY INTERVENTION

- Strengthen coping skill ability and reduce risk factors by a variety of teaching approaches
- Encourage children to report bullying incidents upon themselves or witnessed
- Conduct Bullying survey as required. These will be conducted in Term 1 and 4 with Grade 3-6 students. There will be a pre and post-survey for each term. The aims of the survey will be clarified with the students before they complete the surveys.
- The survey will identify the unsafe parts of the school and these will be highlighted on a school map and communicated to staff
- Classroom teachers regularly reminding students to report incidents, and that reporting is not dobbing
- Encourage parents to contact the school if they become aware of a problem.

C: INTERVENTION

- Access support and provide action
- Once identified; bully, victim and witnesses talked with, and all incidents fully investigated and documented
- Both bully and victim offered counselling and support
- If bullying is ongoing, parents contacted and **consequences** implemented consistent with school’s Behaviour Management Policy
- Ongoing monitoring of identified bullies and victims.

D: POST-VENTION

- Restore wellbeing
- Provide appropriate support to all
- Monitor recovery and evaluate plans
- Provide for professional development in implementation.

POLICY IMPLEMENTATION

Any reported incident must be documented by completing the Bullying Report Form Appendix 1). The person who is informed of the incident must complete the report form and hand it to the Principal (Deputy Principal if the Principal is absent or unavailable).

RESPONSIBILITIES:

PRINCIPAL:

- Implement the policy and lead the annual review of the policy
- Follow through with all reported incidents
- Support staff through dealing with bullying incidents
- Support parents through understanding the bullying policy
- Support students through any bullying incident
- Inform the parents of the offending child and arrange a meeting at a mutually agreed upon time (as immediate as possible)
- The parents of the targeted student will be informed if they were not involved in the initial reporting
- The Bullying report form will be placed on the database at the office. It will be scanned and the electronic copy will be placed on the administration file and the original copy will be placed in the student's file.

SCHOOL STAFF:

- implement programs that build resilience and reduce risk
- Revisit the term 'bullying' at the start of each term to ensure children understand what bullying is
- practise inclusive teaching and learning
- To develop a class understanding of bullying at the start of each school year (Display posters / charts)
- establish standard procedures P-6 for dealing with bullying
- teach children strategies to deal with a bully
- listen carefully to all children who report an incident of bullying / harassment
- spend the time needed to follow up the incident including all the "stake holders" i.e. child, staff, parents
- be fully aware of where incidents are most likely to occur and to be proactive in the supervision of these areas
- record what happened briefly in the Incident Book
- keep Principal advised of repeat offenders
- As a classroom teacher, teach children skills necessary to keep them well occupied during breaks
- ensure sufficient equipment is available for children to use during breaks.

CHILDREN:

- use strategies taught when being bullied
- speak to a teacher or adult if they feel that they are being bullied or that someone else is being bullied
- keep school rules especially those dealing with treatment of others and areas of play
- take part in (and benefit from) a Social Skills Program.

PARENTS:

- listen to children's stories objectively and with an open mind
- report any incident to his / her classroom teacher (or yard duty person if more appropriate)
- never take it upon themselves to "deal" with another person's child (leave it to the school)
- be prepared to work through the situation with school personnel
- respect the rights and dignity of all people involved including the person bullying their

child.

PROFESSIONAL TRAINING and DEVELOPMENT:

STAFF:

- Revisit the school policy annually
- Review the data from student surveys
- Research best protective practices annually.

PARENTS:

- Provide information nights at various stages of the year regarding: Safe Schools, Cyber safety, School Wide Positive Behaviour Systems
- Regular information pieces to be placed in the weekly newsletter.

STUDENTS:

- Revisit the behavioural expectations of the school as outlined in our behaviour matrix developed as part of the School Wide Positive Behaviour Systems.
- Annually, provide students with a guest speaker to discuss positive and anti-bullying behaviours.

INITIATIVES:

- Participate in various days that reinforce the prevention of bullying such as National Day of Action against Bullying and Violence Friday
- Reinforce message through various activities – assemblies, guest speakers, and information sessions.

REVIEW PROCEDURES:

Annually



St. Dominic's Bullying Report Form

Name of student reporting the incident:	Date:
Year Level:	
Name of Alleged Bully:	Type of Bullying:
Year Level:	(emotional, internet, text, physical)

Details

Description of what has been happening. Where? When? How often? Are there any witnesses? Is there any supporting evidence (screen shots, copies of texts, physical injuries)

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When did this behaviour start?

Have you spoken to anybody about this?

How does this behaviour make you feel?

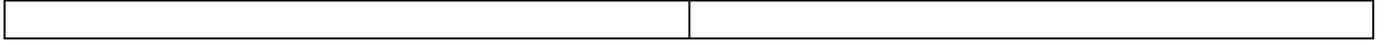
Assisting teacher:

Parent Signature:

Action taken

<input type="checkbox"/> Parents of targeted student contacted	
<input type="checkbox"/> Parents of offending student contacted	<input type="checkbox"/> Meeting arranged. Date:
<input type="checkbox"/> Behaviour Management plan established	
<input type="checkbox"/> Copy attached	

Principal Signature:	Date:
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