



**ST JOSEPH'S PRIMARY SCHOOL
PORT MACQUARIE**

ANTI BULLYING POLICY

St Joseph's Primary School Port Macquarie

OUR VISION

"ONE IN CHRIST"

OUR MISSION

At St Joseph's Primary we will

- Give witness to Christian values
- Respect the dignity and sacredness of each student
- Work with the parents to build up within the child an awareness of the presence of God
- Endeavour to discern and fully develop the potential of each student
- Foster a love for learning
- Create a happy, accepting and enriching environment

Anti Bullying Policy **August 2020**

Statement of School Policy

At St Joseph's Primary the dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. Consequently, the principle that the person is made in the image and likeness of God, is central to the mission of our parish school. This policy identifies the interconnectedness of the characteristics of quality Catholic learning and teaching and is intended to value, respect and promote the self-esteem and dignity of each student. The school will actively promote anti bullying messages alerting students and staff of the need to be vigilant.

Scope of the Policy

It is essential that we create and maintain a respectful, safe and supportive learning environment that promotes student wellbeing and enables the school to engage a diverse range of learners including those with a disability.

This Anti Bullying Policy supports the school's Mission and Vision Statements and Catholic Education in the Diocese of Lismore, Foundational Beliefs and Practices - *The Essential Framework*.

The Diocesan approved poster resource is included in this policy, Nine Elements for a Parish School Approach to Wellbeing (see Appendix E) and is based on the National Safe Schools Framework. This poster helps to locate bullying issues within a wider pastoral care context.

This policy covers the bullying of students with disabilities. Disabled children and young people enrolled at St Joseph's Primary need:

- to know they have the right to be safe from bullying. They need to know what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying;
- to be involved in the development and review of school anti bullying policies; and
- to know what to do to help stop a disabled child or disabled young person being bullied.

At St Joseph's Primary we expect that learning technologies are used ethically and responsibly in the school environment, so that communication is respectful and human dignity valued. The prevention of and responses to incidents of bullying, inappropriate use of technology and disrespectful behaviour is more readily achieved in a caring and supportive school culture that promotes positive relationships and reflects Gospel values. Bullying, cyberbullying, harassment, aggression and violence disregard core values of our faith including dignity, respect, justice, equity, compassion, trust and courage. Importantly, such actions can adversely affect the wellbeing of our students and are therefore unacceptable.

All members of this school community are expected to prevent and challenge such actions in order to build respectful relationships that respond effectively and sensitively to the needs of each student.

Context

At St Joseph's Primary we define bullying as:

A pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student by someone with more power and is intended to cause harm, distress and/or create fear. Bullying of any form or for any reason can have long-term physical and psychological effects on those involved, including bystanders.

Bullying may be carried out overtly (eg. face – to – face) or covertly (eg. through repeated social exclusion or via technology). It is a subcategory of aggression and is different to, but also related to, harassment and violence. It is not the same as conflict or social dislike even though, in some cases, the outcome of both can be bullying.

The different types of bullying identified by the National Safe Schools Framework (NSSF) include:

- *Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.*
- *Covert bullying (sometimes referred to as indirect 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.*
- *Cyberbullying occurs through the use of information or communication technologies such as Instant Messaging, text messages, email and social networking sites. Cyberbullying involves the use of any information and communication technology involving deliberate, isolated or repeatedly hostile behaviour by an individual or group, that is intended to harm others or is undertaken recklessly, without concern for its impact on others. By virtue of its nature, technology facilitates repeated access to harmful content. It has many similarities with offline bullying but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience and the sent or uploaded material can be difficult to remove.*

Most students who cyberbully also bully off-line. It is now recognised that many forms of covert bullying appear to have significant potential for serious harm.

This definition refers to the use of digital technologies which are very much a part of life and learning, because they offer such a wide range of tools and platforms for social and educational engagement. However, the risks of the digital environment must be acknowledged and constantly addressed. Being cyber safe and acting ethically when using electronic communications is the responsibility of all members of this school community.

At St Joseph's Primary a conflict between equals and single incidents are not defined as bullying although, of course, such incidents will require intervention by the school and are treated as serious.

Duty of Care at St Joseph's Primary

Staff at this school are aware of the possibility of bullying and will take action to prevent bullying if it is reasonably foreseeable.

The school will take reasonable actions to develop plans and implement programs aimed at deterring bullying activities.

Our duty of care means this Anti Bullying Policy and procedures is disseminated as appropriate to members of the school community in digital form on both our website and staff intranet.

If a serious criminal offence has been identified we will report this to the police. This is the Principal's responsibility. Teachers are to contact the Principal immediately when conduct such as stalking, destruction of property, threats to inflict serious injury and/or kill, physical and sexual assault, offensive behaviour, discrimination, cyber stalking, defamation, breach of privacy, hacking, sexting and creating or possessing and/or disseminating child pornography are brought to their attention.

Teachers must be aware that in many instances, cyberbullying can constitute criminal conduct, especially when the behaviour is seriously threatening, harassing or intimidating. Cyberbullying and highly inappropriate use of technology could include: child pornography, fraud, impersonation, or sending words or images that cause offence, distress, menace or threaten.

Our duty of care with bullying and related matters may in certain circumstances extend past the school hours of instruction. If unacceptable behaviour occurs that has a close nexus with the school or with the wellbeing of a child educated at the school but occurs outside school hours, off-site or through the use of a student's personal mobile device and/or computer, we may still have an obligation to respond.

Therefore at St Joseph's Primary if staff become aware of such a circumstance they are obliged to bring the matter to the attention of the Principal.

At St Joseph's Primary we:

- use an Anti Bullying Response Pathway when we become aware of incidents. The pathway assists with a regulated and thorough response (see Appendix A);
- will implement an Anti Bullying Action Plan as part of the response pathway (see Appendix B);
- will keep an electronic record of any bullying investigation;

- want students, staff and parents/carers to report bullying and cyberbullying to the class teacher or directly to the Principal;
- will investigate complaints of bullying and cyberbullying in a manner that respects the dignity and privacy of those involved;
- will appoint a nominated person to coordinate strategies for the resolution of specific bullying incidents reported in this school;
- will notify parents/carers of bullying incidents involving their children;
- will notify the Police Youth Liaison Officer, Constable Wendy Hudson at Port Macquarie Police Station (6583 0199), if the bullying situation has involved violence, threat of harm or alleged criminal conduct;
- will maintain records of bullying incidents and related interventions in accordance with the Catholic Schools Office Compliance manual. At our school this written record is maintained by the Principal and Assistant Principals. As a staff we will review the record at regular intervals to see if any patterns are emerging;
- will survey students at least once a year on various matters and include questions about bullying, cyberbullying, safety and wellbeing;
- will regularly review and evaluate this Anti Bullying Policy and the responsible use of technology procedures to ensure they are working effectively (see Appendix D);
- will involve parents in this review through various communication and at Parents and Friends Association meetings; and
- will purchase anti bullying resources and support material for students, staff and parents and ensure easy access to this material for all staff, parents and students.

Responsibilities: Staff

Staff at St Joseph's Primary aim to treat all members of the school community with dignity and respect and:

- implement the student anti bullying and responsible use of technology procedures by responding promptly and appropriately to reported incidents of bullying;
- support the student anti bullying and responsible use of technology procedures through positive modelling and the promotion of appropriate behaviour;
- access professional learning to support appropriate anti bullying responses which could include cyber safety, restorative justice practices, mediation and developing social skills in students. Such opportunities are made available to staff on the same basis as other professional learning;
- support all aspects of related school policies;
- remain vigilant in how students are using technology;
- embed critical thinking, values clarification, respectful relationships and develop empathy into their teaching practice;
- respond to bullying and cyberbullying concerns by providing age appropriate guidance and boundaries so that students can learn to self-regulate; and
- consult Police Youth Liaison Officer, Constable Wendy Hudson at Port Macquarie Police Station as required (6583 0199).

Responsibilities: Students

Students have responsibilities as well. The staff at St Joseph's Primary will encourage and support students to:

- follow the anti bullying and responsible use of technology procedures. Assist students to understand what their signature means on use of technology documents;
- immediately seek help from a trusted adult if they are aware of or involved in a bullying or cyberbullying incident;
- seek support if bullied and refrain from retaliating in any bullying incident;
- understand that any social networking site that identifies the school by name or image or implication is part of the school environment; and
- in age appropriate circumstances, keep evidence of alleged bullying and produce it on request (for example phone text messages).

Responsibilities: Parents/Carers

Parents/carers have responsibilities as well. At St Joseph's Primary we will:

- ensure parents/carers understand the school enrolment application form inclusions on anti bullying by discussing this in relevant parent forums;
- request that parents/carers notify the school promptly of all bullying situations involving their children;
- remind parents/carers about the need to reinforce the school messages in the proper use of technology to help children grow into ethical and responsible digital citizens;
- encourage parents/carers to report serious matters of out-of-school hours bullying and cyberbullying to the Police or other appropriate authority (such as the Internet Service Provider) and, as relevant, to the school; and
- ask parents/carers to contact the school immediately through the class teacher or directly through the Principal if they know of any bullying incident.

List of Appendices

- Appendix A: Anti Bullying Response All Schools
- Appendix B: School Anti Bullying Action Plan
- Appendix C: Bullying Record Keeping and Investigation
- Appendix D: Policy Review Tool
- Appendix E: Nine Elements for a Parish School approach to Well-being

Related Policies and Guidelines

- Child Protection Policy and Procedures
- Positive Behaviour Policy
- Continuum of care from Catholic Schools Office

Policy Review

This policy will be reviewed not less frequently than every 4 years.

Policy Dates

Last Review: **March 2016**

Reviewed: **August 2020**

Ratified: **September 2020**

Next Review: **August 2024**

Anti Bullying Response Pathway

1. Policy access and awareness

Policy on the schools website; articles and resources on bullying made available through newsletter and other means.

2. Initial disclosure made, first response

School becomes aware of an incident involving possible bullying. Physical contact stopped (if this involves physical action). Safe environment established for the victim.

3. Life threatening incident or Risk of Significant Harm involved?

Yes Go to Point 6 below

No Go to Point 4 below

4. Information gathered on Bullying Record Keeping and Investigation proforma

Completed by staff member - copy to Principal. Pay attention to repeated offences, intent to harm, imbalance of power.

5. Is this bullying?

Yes Go to Point 6 below

No Go to behaviour management as per school policy

6. Informing appropriate personnel

Principal informs relevant staff (teacher, leadership team etc).

7. Formal information gathering

Principal or delegate collects statements from interviews.

8. Case management instituted by Principal or Assistant Principal

Anti bullying plan adopted (see Appendix B). Principal and senior staff agree on a written anti bullying action plan to stop the bullying. Includes support for the victim. Parents of the victim involved. School's Line of Consequence applied on an individual basis.

9. Situation monitored

Principal or Assistant Principal monitors and records as required in the Bullying and Significant Behaviours Log. Communicates monitoring/plans to key staff.

10. Review of plan's effectiveness - Has the plan and the actions stopped the bullying?

Yes All records retained, monitoring continues at a lower level.

No Matter referred to the school's Education Consultant. Education Consultant discusses response with Assistant Director – Education Services. School Principal involved. Plan may be modified, additional support may be offered, suspension and or expulsion may be considered or police may be involved.

Anti Bullying Action Plan - Headings

Implementation:

Parents, teachers, students and the community will be aware of the school's position on bullying. The school will adopt a five-phase approach to bullying.

1. Primary Prevention:

- a. The Pastoral Care and Well-Being Policy will be implemented consistently by all staff.
- b. Professional development for staff and parents relating to bullying, harassment and proven countermeasures.
- c. Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- d. Training, information, recording and reporting systems will be monitored and evaluated with follow-up action.
- e. To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- f. Peer Support Program implemented across the school.
- g. Each classroom teacher clarifies at the start of each year the school policy on bullying and to outline class and school expectations (rules) with respect to the 'Four R's'.
- h. The curriculum includes anti-bullying messages and strategies eg: Religious Education including Making Jesus Real (MJR); PDHPE; Rock Water, Peer Support, Year 6/Kinder Buddy programs.
- i. Student Representative Council, peer support delegates, staff and students to promote the philosophy of 'No Put Downs'.
- j. Create extensive electives and structured activities for students during lunch breaks.

2. Early Intervention:

- a. Acknowledge and promote children and staff reporting bullying incidents involving themselves or others.
- b. Classroom teachers and Principal on a regular basis remind students and staff to report incidents of bullying.
- c. Parents are encouraged to contact school if they become aware of a problem.
- d. Alternative locations made available as safe and quiet places for children to access at recess and lunch times eg. Passive Play, Library, Clubs.
- e. Recognise and reward for positive behaviour and resolution of problems.
- f. The Principal or Assistant Principal should be informed of all bullying incidents.
- g. Social audits will be conducted on a regular basis to monitor perceived/alleged 'hot spots'.

3. Intervention:

- a. Any person associated with a bullying situation including witnesses will be interviewed and all incidents or allegations of bullying will be fully investigated and documented.
- b. Both the person doing the bullying and the person being bullied will be offered counselling and support.
- c. The school will attempt to resolve the matter impartially and amicably.
- d. If student bullying persists parents will be contacted and consequences implemented consistent with the school's Positive Behaviour Development Policy.

- e. A behaviour management meeting will occur with the Principal, parents/guardians and person doing the bullying.

4. Post Violation:

- a. Consequences for students will be individually determined and will reflect procedures in the school's Positive Behaviour Development Policy (Line of Consequence) including:
 - i. Reinforcement and reward of positive behaviours.
 - ii. Classroom meetings/surveys to continue monitoring and evaluation of circumstances.
 - iii. Ongoing counselling for a person who was bullied and person who was bullying from an appropriate staff member.
 - iv. Ongoing monitoring of peer relationships.
 - v. Exclusion from class.
 - vi. Exclusion from the playground.
 - vii. Withdrawal of privileges.
 - viii. School suspension.
 - ix. School expulsion.

5. Future Directions:

- a. Continued Professional Development for all staff and parents in relation to current statistics and research on social and emotional well-being, social relationship building, bullying and resilience.

The School Community is advised of the following anti bullying services that are available:

- NSW School Youth Liaison Officer Port Macquarie - Constable Wendy Hudson, 6583 0199
- Kids Helpline

Bullying Record Keeping and Investigation Tool

Bullying is a serious offence and is not acceptable in our school. All school employees are required to report alleged violations and every act of bullying will be duly investigated, and parents/carers informed.

Directions:

The following Bullying Record Keeping and Investigation Tool *may* be used when an alleged bullying incident is reported. This document will be confidentially maintained in accordance with the National Catholic Education Commission and National Council of Independent Schools' Associations Privacy Compliance Manual, December 2011. Upon completion, the Bullying Record Keeping and Investigation Tool is to be filed in the appropriate student records and the incident entered into the *electronic database*.

School:

Investigating Teacher:

Name / Class of Students Involved:

Date/Time of Incident:

Was the incident life threatening or was the target a high-risk concern? If Yes, immediately inform the Principal, and as appropriate:

Seek medical assistance	Inform parent/carers	Contact the police and/or school liaison police	Inform the Child Protection Helpline	Inform the Assistant Director, School Resources Services, CSO
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If the incident is not life threatening or the child is not a high-risk concern, continue completing this document.

If additional sheets are necessary, print the appropriate sections and attach to this form.

Where did the incident occur? *(Please circle)*

On bus/transport	In playground	In classroom	Outside school	Other
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Who reported the alleged incident? *(Please circle)*

The alleged victim(s)	Other student(s)	Parent/carer	Member of staff	Member of wider school community	Other
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Describe the incident:

Identify the nature of the alleged bullying incident: *(Please circle)*

Written

eg. graffiti, notes, letters, writing on books, written threats, ridicule through drawings etc.

Social

eg. lying, spreading rumours, playing a nasty joke, mimicking and deliberate exclusion etc.

Verbal

eg. name calling, insults, threats, severe sarcasm, abusive comments, racist remarks etc.

Physical

eg. pushing, shoving, fighting, tripping, hitting, poking, spitting etc.

Cyber

eg. using technology such as email, mobile phones, chat rooms, social networking sites etc. to verbally, socially or psychologically bully.

Psychological bullying

eg. intimidation, manipulation and stalking.

Damage to property

eg. theft of bags, clothes, money, property, tearing clothes, ripping books etc.

Accessory

A person who is able to help the target, who joins the bullying either willingly or inadvertently.

Bystander

Encouraging others to bully or deliberately witnessing bullying without taking affirmative action.

Is there evidence of an imbalance of power in this incident through either: *(Please circle)*

Academic ability	Age	Social status	Strength	Size	Other
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Is there evidence that this behaviour was deliberate or planned?

According to the alleged target has he/she experienced other or repeated incidences of bullying from the alleged perpetrator? (If yes, please give dates, who was involved, outcomes).

Does the alleged target fear for their safety or for their property?

What evidence supports the allegation (physical, material, digital)?

Is there concern the alleged incident may have been influenced by any of the following? *(Please circle)*

Race/culture	Disability	Gender	Socio-economic status	Other
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Is there any relevant background/history to this alleged incident?

What effect is the situation having on the alleged target's wellbeing including self-esteem, physical health, relationships with peers, ability to learn, absenteeism etc?

Were there any witnesses to this incident: (Identify student names and classes)

Description of the incident, according to the witness:

Did this student play an active role in the incident?

Indicate other investigative procedures carried out: *(Please circle)*

Interviewed parents of alleged
target(s)

Date/Time:

Interviewed parents of alleged
perpetrators(s)

Date/time:

Interviewed parents of
witnesses / bystanders /
accessories

Date/time:

Annotations on interview with parents:

After investigation, was the allegation of bullying confirmed? *(Please circle)*

Yes / No

If **'Yes'**, please sign below and place a copy of this document into the student(s) file and refer to schools' Positive Behaviour Development Policy as required.

If **'No'**, please sign below, place a copy of this document into the student(s) file.

Signed: Date:

Where will this incident report be filed for future reference?

File placement:

Policy Review Tool

Plan/Policy:

Reviewed by:

Date:

KEY QUESTIONS	RESPONSES	ACTIONS
Has the plan/policy clearly identified the issue it will address?		
Does the plan/policy clearly state procedures for how to respond to the issue?		
How have the plan/policy and procedures been widely disseminated to all members of the school community?		
Have there been any recent changes to Church documents affecting the plan/policy?		
Have there been any recent changes to Federal and/or State legislation affecting the plan/policy?		
Which key Diocesan policies, strategies and priorities are relevant to and have been consulted within the plan/policy?		
How does the policy/plan reflect the Vision and Mission of our school?		

Is there recent and relevant research affecting the plan/policy that needs to be included?		
What current data has been collected to inform the plan/policy?		
Have there been any significant events within the school affecting the plan/policy since the last review?		
Have there been any significant changes to the student population affecting plan/policy since the last review?		
What are the key trends that affect this school community?		
How does the plan/policy take into account the views of the people it will affect?		
How have new staff been informed of this plan/policy?		
When will the plan/policy be next reviewed?		

nine elements for a parish school approach to wellbeing



Worship:	Community:	Service:	Witness:	Evangelisation:
the authentic identity of the parish school is most fully shown when it celebrates the Eucharist gathered around the altar of its parish church	'...for where two or three are gathered in my name I am there among them.' Matthew 18:20	'I am among you as the one who serves.' Luke 2:27	the witness of early Christians to the love of Christ, shown in their love for the poor, their care for the weak and respect for human life was evident to all	the call to faith and discipleship should flow through every aspect of life in the parish school

The person of Jesus Christ stands at the heart of Catholic Education. The Apostle's Creed is the faithful summary of our common and life-giving faith.

Supporting the Foundational Beliefs and Practices – the Essential Framework

References: - Creating a Future Full of Hope - A Statement of Strategic Intent for Catholic Education in the Diocese of Lismore 2010-2014 - National Safe schools Framework