



## Anti-bullying

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### Related Policies

- [Behaviour management](#), St Benedict's Primary School
- [Pastoral care](#), St Benedict's Primary School
- [Suspension of students](#), St Benedict's Primary School
- [Student management \(Discipline\)](#), Catholic Education Office
- [Exclusion, expulsion and transfer of students](#), Catholic Education Office

### Purpose

To provide guidelines for all staff and the community ensuring that:

- there is a clear definition of bullying for the community that aligns to an accepted national understanding
- clear procedures for reporting and responding to bullying are made aware and followed in the community

### Definitions

#### Bullying

Bullying is any recurring behaviour – verbal and non-verbal – which serves to intimidate or hurt others, either physically, emotionally or psychologically. Underlying most bullying behaviour is an abuse of power and a desire to dominate.

Bullying can take many forms, such as:

#### *Physical bullying*

including fighting, pushing, shoving, pinching, invasion of personal space and any unwanted touching that is used to harm or intimidate.

#### *Verbal bullying*

including name calling, suggestive, abusive or offensive language, putting people down both to their face and behind their backs, intimidating noises, and teasing people because of their race, gender, religion, appearance, family or friends.

#### *Visual bullying*

including offensive notes or material either handwritten or computer generated, graffiti, giving people 'looks' and using non-verbal signs to intimidate them.

#### *Exclusion bullying*

including deliberately leaving people 'out' of activities or treating them as if they don't exist, spreading rumours, manipulating relationships, ruining friendship, deliberately making social invitations in front of a person that excludes that person, whispering in front of others.

### ***Extortion bullying***

including stand-over tactics, picking on others, threats to 'get' people, asking people to buy / give food.

### ***Telephone bullying***

including repeated phone calls to a student's home with the intention to harass, cause discomfort or spread rumour.

### ***Cyber bullying***

using Information Communication Technology (ICT), particularly mobile phones and the internet, to bully another person.

### ***Sexual bullying***

including touching or brushing against one in a sexual manner, sexually-oriented jokes, drawings of or writing about someone's morals, unwanted invitations of a sexual nature, and demanding information about someone's private life.

## **Policy**

At St Benedict's we believe 'All guests who present themselves are to be treated as Christ.' (from Rule of St. Benedict 53.1) and that all members of the school community have the right to feel safe and belong.

In accordance with the school mission statement St Benedict's primary school will provide a 'caring, friendly learning environment that nurtures the development of each child'. Strategies will be put in place when organising schedules and school or classroom activities to prevent, where possible, opportunities for bullying to take place. Teaching & learning programs will include, where possible opportunities for students to understand what bullying is, how to prevent it and what to do when they see or experience it. Students will continue to be encouraged to meet agreed positive behaviour expectations at all times (Behaviour Management policy).

It is essential to know when bullying is happening and so the school will encourage and facilitate opportunities for students, staff and parents to express when they are experiencing bullying or report when bullying has been witnessed. The school will respond promptly to any report.

The school recognises that everyone has a responsibility in the prevention of bullying and will work collaboratively with all stakeholders to ensure all students, staff and parents contribute to prevention, recognition and a restorative response to incidents of bullying.

## **Procedures**

### **Preventing bullying**

In order to actively prevent incidents of bullying the school will:

- develop a clear Behaviour Management policy that contains an agreed practice of positive behaviour expectations for students and a consistently applied system of responses
- develop a code of conduct for all members of the school community
- provide opportunities to develop positive, friendly relationships between students, teachers and parents
- regularly review the relevant curriculum content to provide the opportunity to develop an understanding of bullying and the ways to prevent and respond to it
- assist teachers to understand the signs of ongoing bullying of students
- provide ongoing opportunities for parents to understand what bullying is, how to build resilience in their children and how to respond to bullying

## Reporting bullying

When incidents of bullying occur it is expected that the victim or a witness will tell someone about the bullying until it stops. Students will be taught to identify five trusted adults to which they can seek help.

When a teacher is informed of bullying they will stop, listen and take it seriously. They will follow the procedures for investigation to gain a clear picture of what is happening.

## Responding to bullying

When incidents/reports of bullying come to the attention of staff, the steps listed below will be taken.

It is important to note that this is not a sequential list of steps, but a set of guidelines for the process that will be followed. How these guidelines are executed will be a decision made by the staff member or members involved based on their knowledge of the context.

It is also important to note that if an incident of bullying is reported to any individual teacher, he/she is responsible for starting the process listed below. The staff member must act and initiate the process and involve others staff as needed. They will manage the process until the matter is resolved or allocated to another staff member.

PERPETRATOR/S	VICTIM/S
<p>Gather initial information from whoever presents to report incident / situation.</p> <p>Meet with perpetrator/s (if there is more than one perpetrator, separate them as soon as possible and speak with them separately) to:</p> <ul style="list-style-type: none"> <li>• discuss series of events **</li> <li>• encourage acknowledgement of the situation and their contribution to it</li> <li>• develop constructive responses that the perpetrator may need to do or have</li> <li>• reflect on what has occurred by filling out a Reflection Form</li> <li>• develop a plan to change behaviour – an action plan that sets out goals and timelines and shows what is going to take place to help ‘make things right’</li> </ul> <p>Contact parents</p> <ul style="list-style-type: none"> <li>• This can be done via the Reflection Form or for more serious cases, via a phone call.</li> </ul> <p>Discuss student with counselor and identify if any support is required.</p> <p>Complete an Incident Report for school files.</p> <p>Maintain regular contact throughout the resolution process to monitor attitude and behavioral changes with the goal being to prevent future incidents.</p>	<p>Gather initial information from whoever presents to report incident / situation.</p> <p>Check immediately to ensure health and safety of victim/s are taken care of.</p> <p>Meet with victim/s (if there is more than one victim, separate them as soon as possible and speak with them separately) to:</p> <ul style="list-style-type: none"> <li>• discuss series of events **</li> <li>• inform or reassure them of their rights</li> <li>• encourage them to report any future incidents</li> <li>• provide feedback on how incident is being or will be addressed and resolved</li> </ul> <p>Contact parents and involve them at whatever level necessary whilst the issue is in the process of being resolved.</p> <p>Discuss student with counselor and identify if any support is required.</p> <p>Meet regularly with victim to check and review progress until issue is resolved.</p> <p>If deemed necessary, speak to the victim and discuss appropriate bully proofing strategies that they can implement to help prevent future incidents.</p>

Reflection Form, when returned to school after signing by parents, is to be filed in student's file in Principal's office.	
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### **\*\*Information gathering guide**

In gathering information it is recommended that the staff understand:

- The past – What happened?
- The present – Who is affected? What can be done about it?
- The Future – What changes can be made to prevent it happening again?
- The procedure focuses on the following five questions:
  - What happened?
  - What were you thinking at the time?
  - Who has been affected by what you have done? In what way?
  - What do you think you need to do to make things right?
  - What will you agree to do next time?

Through the information gathering process we strive to:

- empower individuals to deal appropriately with unacceptable behaviour
- create a safe and supportive environment
- develop active relationships among all members of the community
- focus on the behaviours of concern and repairing the harm
- develop a community that shares responsibility for the rights of others

### **References:**

[National Safe Schools Framework](#), Department of Education, Employment and Workplace Relations

Approved by:	School Board, 2011
Implementation Date:	Term 3, 2011
Review Date:	Term 2, 2014

At St Benedict's Primary School we have  
***5 Ways of Being***  
that help us live, learn and work together.

**Be welcoming**



**Be respectful**



**Be safe**



**Be responsible**

**Be the best you  
can be**



## Appendix 2: Safety hand



Students are encouraged to identify 5 trusted adults who will listen to them, believe them and help them.