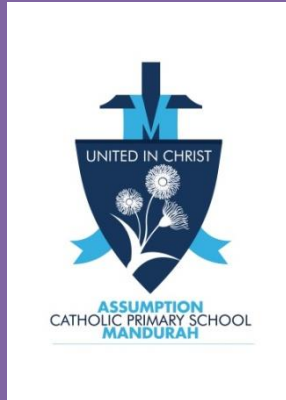


Topic:BEHAVIOUR MANAGEMENT:



(Dealing with Bullying, Harassment, Aggression and Violence)

Policy No:2-D6

Policy Area:COMMUNITY

Originally Released:2009

Date for Review:2020

Principal: MRS KERRIE MERRIT

Rationale

Catholic schools have a responsibility to provide an educational environment that promotes the dignity and respect of the person and, therefore, aims to encourage the development of positive relationships between students to reduce all forms of bullying, harassment, aggression and violence. The policies and practices that a school employs should enhance the dignity of the human person and reflect the Principles of Pastoral Care as espoused in the Pastoral Care Framework (2007).

Learning outcomes, physical health, emotional, psychological and spiritual wellbeing can be adversely affected by bullying, harassment, aggression and violence. Students who are bullied, subject to aggression or harassed tend to have poorer health, lower self-esteem, more interpersonal difficulties, higher levels of loneliness, depression, suicidal ideation and increased anxiety. They are also more likely to have a dislike of and want to avoid school, higher absenteeism and lower academic competence. The effects of bullying can begin early in life and, for some, last a lifetime. At Assumption Catholic Primary School the following programs are used to support the teaching and learning:

- Keeping Safe Program
- Aussie Optimism
- Kidsmatter
- MindUp Curriculum
- Staff and Student Code of Conduct

The Australian Government's National Safe Schools Framework (NSSF) adopts a whole school approach to safety and wellbeing. It provides a comprehensive range of evidence-informed practices to guide schools in preventing and responding to incidents of harassment, aggression, violence and bullying and to implement their responsibilities in relation to child protection issues.

The National Safe Schools Framework is based on the following overarching vision: All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing.

In the NSSF, a safe and supportive school is described in the following way: In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all

members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing.

The Guiding Principles of the National Safe Schools Framework This Framework is underpinned by the following guiding principles that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all school settings.

Australian schools:

- affirm the rights of all members of the school community to feel safe and be safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe
- commit to developing a safe school community through a whole-school and evidence based approach

The nine key elements that schools need to have in place to implement the NSSF are described in the Framework as:

1. Leadership commitment to a safe school
2. A supportive and connected school culture
3. Policies and procedures
4. Professional learning
5. Positive behaviour management
6. Engagement, skill development and safe school curriculum
7. A focus on student wellbeing and student ownership
8. Early intervention and targeted support
9. Partnerships with families and community

At Assumption Catholic Primary School Making Jesus Real embodies the need to treat each person with dignity and to value each person for their uniqueness.

2. DEFINITIONS

Bullying is when, over a period of time, an individual or a group intentionally harm a person, who finds it hard to stop this behaviour from continuing.

Additionally, bullying can be characterised as: causing distress, not only at the time of the attack but also by the threat of future attacks; and, an imbalance of power (that is inappropriate and where there is an intention to hurt).

Its nature may be:

- verbal - name-calling, put-downs, threats (spoken, written, electronic or cyber which may also apply to the following points)
- physical - hitting, tripping, punching, throwing objects, stealing
- social – ignoring, hiding, ostracizing
- psychological – stalking, threatening looks, spreading rumours, damaging possessions
- Cyber/ Electronic - Using the internet, email, social media and any form of technology to be rude or unkind to other people



Harassment is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended. Harassment can be seen as one form of bullying.

Bullying and harassment are often thought of separately, however, both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference'. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, personality, age, marital status, parenting status or economic status. (Bullying. No Way! website cited in the National Safe Schools Framework, 2003).

Unlike bullying and harassment, violence is not necessarily associated with an imbalance of power. It can occur between people of equal power. It implies extreme forcefulness, usually (but not always) of a physical kind. (Rigby, cited in the NSSF, 2003)

2.1 Harassment

Harassment is any unwanted, unwelcome, or uninvited behaviour which makes a person feel humiliated or offended. Harassment can be seen as one form of bullying. The terms are often used interchangeably.

2.2 Unlike bullying and harassment, violence is not necessarily associated with an imbalance of power. It can occur between people of equal power. It implies extreme forcefulness, usually (but not always) of a physical kind.

3. SCOPE

This policy applies to all staff, students and members of Assumption Catholic School community.

4. PRINCIPLES

- 4.1 Catholic schools are safe and supportive environments where the 6 guiding principles and 9 key elements of the National Safe Schools Framework are practiced.
- 4.2 Catholic schools owe a duty of care to their students.
- 4.3 Catholic schools provide supportive environments which:
 - act to prevent instances of bullying, harassment, aggression and violence
 - encourage socially appropriate behaviour using positive behaviour management and direct teaching of curriculum in areas such as interpersonal and self-management skills
 - promote respect for self and other

- develop physical/emotional well-being and resiliency
- develop interpersonal skills and positive mental health

4.4 Responding to bullying, harassment, aggression and violence requires quality leadership and role modelling to facilitate strategy implementation and sustained change, together with a whole-school community approach that is consistent with the Pastoral Care Framework, the school's Pastoral Care practices and the school's Evangelisation Plan and which partners with parents and other agencies.

4.5 Bullying, harassment, aggression and violence may occur outside of the school. When these behaviours impact on a student's learning and behaviour in school, Catholic schools take action to support the continued wellbeing of those involved.

4.6 All bullying, harassment, aggression and violence shall be responded to. When bullying, harassment, aggression and violence are ignored or overlooked, it serves to condone or reinforce the behaviour. Bystanders, (those who observe bullying) can encourage or assist those who bully simply by doing nothing.

4.7 While the aim is to promote and encourage positive behaviour, school policy and procedures shall contain clear statements regarding the range of appropriate consequences that may be applicable for unacceptable behaviour. In looking at consequences relating to specific issues, consideration should be given to other circumstances which may have bearing such as family or mental health matters.

4.8 All parties to incidents of bullying, harassment, aggression and violence are entitled to appropriate support.

5. PROCEDURES (Management of Bullying Incidents)

All parties are expected to treat each other with respect and dignity, and ensure the confidentiality of any issues that may arise.

5.1 Teachers' Responsibilities

- Teachers to be familiar with the school's Behaviour Management policy and procedures.
- Teachers to be models of caring and tolerant behaviour.
- In the first weeks of each school year and ongoing throughout the year, the non-acceptance of bullying is to be discussed in class, including ICT classes.
- Teachers to make students aware of their responsibilities with regard to the Behaviour Management Policy.
- Implement lessons to develop resilience to bullying. All children receive lessons from the Keeping Safe, MJR, Aussie Optimism, Mindup Curriculum and Kidsmatter programmes. Teach relevant strategies.
- Attend to reported instances of bullying behaviour.
- Treat information regarding bullying confidentially.

5.2 Action

- 1 Protect the bullied child from further harm.
- 2 Write down name/s of the bullied child, who reported the incident and the bystander/s.
- 3 Interview the bullied child to find out what happened.
- 4 Suggest strategies that the bullied student might use to avoid being bullied in the future.
- 5 Individually interview bystander/s using the Restorative Justice Approach. Discuss strategies these students might use to avoid bullying in the future.
- 6 Record what happened on the bullying incident form.
- 7 Send a copy of the form to the Principal.

8 Leadership Team and Teacher to monitor the situation over the following few days.

9 **Where necessary**, speak to class without using any names, circle time, small group meetings, class meeting box.

10 **Where appropriate and using discretion**, work with parents of the bullied child to assist their child to avoid being bullied in the future. Keep them informed about progress and the measures taken.

11 **If necessary, where appropriate and using discretion**, inform the parents of the child bullying and work with them to establish joint strategies for behaviour modification.

5.3 Challenging incidents - Physical violence or intimidation

- Immediate notification of assistance from an administrator or colleague
- Move student onlookers away.
- Separate students with minimal physical contact.
- Apply Behaviour Management Policy guidelines.
- Report of incident to be written up.

5.3 Challenging students

- Collaborative case management of students with persistent aggression or continued victimisation. Develop a collaborative Behaviour Management action plan with specified outcomes (Leadership team, school counsellor and case manager/teacher).
- Problem-solving strategies for dealing with disclosures.
- Use of sanctions in Behaviour Management Policy for violent incidents.

5.4 School strategies to reduce and prevent bullying

Our strategy has two aspects: prevention and management. Prevention strategies assist students to become resilient. The management strategy we apply is the Restorative Justice approach and complete and implement Behaviour Profiles and plans. Although this approach is not based on sanctions or punishments, the school has a range of such measures available, up to and including suspension or exclusion which are in accord with our Behaviour Management Policy, and which may be used in response to bullying.

5.5 Prevention programs

Whole-school approach:

- Implement a school policy for 'bullying'.
- Whole school focus: RUOK day, Bullying NO Way! and MJR
- All staff made aware of bullying issues, student attitudes, the need to take action and of their role in implementing the policy.
- The bullying policy clearly articulated to staff, students and parents and upskilling provided if required.
- All staff to provide careful supervision.
- Discuss the issue of bullying regularly at staff meetings and provide training to all staff.
- Anti-bullying material included in Health learning area (Strand: Self management skills and interpersonal skills).
- Teachers to run the school based programs in the classroom as a prevention model. A cross-curriculum content is utilise to provide practice in conflict resolution and protective behaviours.
- Class meetings to discuss problem-solving measures. Focus on behaviour changes not punishment.

Preventative social skills training – playing games well, giving and receiving compliments, taking risks and joining in, cooperating and respecting other people's decisions.

- Self-protective behaviours – ignoring verbal put downs, enlisting adult or peer support, learn assertive responses, saying “no” and walking away, helping others being bullied. Change the “don’t do” culture: MJR Gotya God Moments. Model and teach students to value and respect others.
- Preventative support systems – peer support (MJR Westies, school councillors, faction captains and vice-captains to assist in making the school safer by reporting incidents and assisting students who may be targets of bullying. Teach bystander students to challenge bullying. Provide safe places, mentors and group problem-solving.
- Whole class / parent workshops / group workshops for ongoing problems: Parent/ Staff/ Student Code of Conduct and Parent Volunteer Induction Program.
- Intensive small group work for students who bully (conflict resolution, anger management) and students who are bullied (assertiveness training and self-protective behaviours).
- Teachers to be assisted in difficult cases by administrator and school psychologist.

Rewarding positive action and appropriate behaviour:

- Westie Cards – for good sportsmanship, fair play and appropriate behaviour in the playground. Results announced at assemblies. Class with most Westie Cards receive a certificate at Monday’s assembly. Cards are distributed by duty teachers and MJR Westies.
- Letter of Commendation given to child and their parents recognising that the child has displayed positive behaviours and sound work ethic in class.
- Extended recess at the end of each term for the class who have received the most Westie Tickets during the term.
- Merit certificates – teachers’ awards presented at assemblies.
- Westie Tickets are given for consistent appropriate wearing of uniform.
- Inform the students about opportunities for incidents to be reported confidentially in a verbal or written form to staff, the Principal and Leadership Team, parents and student leaders.
- New students arriving later in the school year to be advised of the policy.

■ Schoolyard strategies:

- Segregate the schoolyard into group areas (junior, middle and upper).
- More play direction – ideas given for games.
- Teachers reinforce positives with Westie Tickets and verbal praise. Listen to grievances and take appropriate action.
- Teachers to return to class promptly after the siren goes to counter bullying in class lines.
- Lunchtime activities – chess club, Leggo Club Art club, Assumption Green Team, Library board games.
- Children are informed about ‘Safe Areas’ i.e. library, the tree near the staffroom and computer room and Buddy Bench.
- Follow the school’s Behaviour Management Policy – more serious offences result in a detention, followed by in school and out of school suspension. Any child who receives a suspension will not be eligible for interschool competitions or out of classroom activities such as excursions and camps.
- Minor offences – children who receive a Behaviour Slip will follow the Behaviour Management Policy Guidelines.

5.6 Induction of new students and new staff

- Class teachers to introduce new students to the desired outcomes and the prevention programs.
- Leadership Team and Teacher Mentors to discuss program with new staff.

6. REFERENCES

Rigby, K (2001). Stop the Bullying. A Handbook for Schools. ACER, Australia
Curriculum Corporation (2000), Mind Matters, Commonwealth of Australia
National Safe Schools Framework (2003, revised 2011. Education Services Australia as the
legal entity for the Ministerial Council on Education, Early Childhood Development and
Youth Affairs [MCEECDYA]). Child safety Framework: CEWA, MindUp Curriculum, Aussie
Optimism Program, MJR and Kidsmatter.

7 RELATED DOCUMENTS

- CECWA Harassment, Discrimination and Bullying policy
- CECWA Child Protection policy
- CECWA The Management of Confidential Information in Schools policy
- CECWA Exclusion of Students for Disciplinary Reasons policy
- CECWA, Framework for the Development of Pastoral Care in Catholic Schools (2007)
Framework for Schools Dealing with Bullying Friendly Schools and Families (Acerpress) The
National Safe Schools Framework

8 REVIEW HISTORY

Year Of Review	Reviewed by:	Amendments/ review
2009	ACPS Staff	Review
2013	ACPS Staff	Review
2014	ACPS Staff	Review & Reformatting
2016	ACPS Staff	Review
2018	ACPS Staff	Review

9. NEXT REVIEW

2020