



# Bullying Prevention Policy

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St Benedict's Catholic Primary School's Bullying Prevention Policy operates under the umbrella of the school's Behaviour Management Policy.

## Definition of Bullying

A person is bullied or victimised when he or she is exposed repeatedly, and over time, to negative action on the part of one or more other persons. (D. Olweus 1984). (Source: Anti-bullying Policy from Brisbane Catholic Education). Bullying involves:

- A desire to hurt
- A hurtful action (physical, psychological or social)
- A power imbalance
- Repetition (typically)
- An unjust use of power
- Evident enjoyment by the aggressor and
- Sense of being oppressed on the part of the victim (Rigby 1996)

Bullying can be physical, verbal or emotional harassment. Some examples of these types of behaviour follow:

### Physical Harassment

- Hair pulling
- Scratching
- Tripping
- Pinching
- Standing over someone
- Breaking or damaging someone's possessions
- Punching
- Pushing
- Slapping
- Kicking
- Poking

### Verbal Harassment

- Using words that suggest stupidity, e.g. der, dummy, moron, halfwit, etc.
- Using words that suggest ugliness or personal problems, e.g. boofhead, four eyes, stinky, fatty, etc.
- Using words that suggest weakness, e.g. cry baby, wimp, sook, etc.
- Using words that attack ethnic or religious characteristics, e.g. wog, chink, Mick, darky, etc.
- Echoing whatever someone says in a mocking voice.
- Using rude words with a sexual meaning.
- Making threats, e.g. "I'll get you!" or "I'll come around to your house and ..."
- Making abusive phone calls or sending abusive e-mails.

## Emotional Harassment

- Making rude gestures, e.g. monkey movements or extending the middle finger.
- Repeated teasing.
- Whispering about someone behind his/her back.
- Passing notes about someone.
- Imitating someone's speech or behaviour in a way designed to offend.
- Laughing at someone's mistakes.
- Excluding someone from group activities (with or without comment).
- Refusing to talk to or notice someone.

## St. Benedict School's Position on Bullying

At St Benedict's School, we walk in God's ways where together we live, love, learn and celebrate. The 10 Benedictine charisms of work, peace, stability, compassion, prayer, conversion, obedience, community, hospitality and humility permeate our school ethos and culture. Our school motto is the bases of the 4 important pillars of our approach to Behaviour Education - WALK.

- W - We respect
- A - Act Responsibly
- L - Learn Together
- K - Keep Safe

**At St Benedict's we will not tolerate any actions which undermine the right of others to feel safe.** Bullying behaviour at St Benedict's is unacceptable. We believe that everybody has the right to feel safe at school. Each member of the school community is responsible to not take part in incidents of bullying. Participating as a bystander is not appropriate. It is the responsibility of each member of the school community, including parents and caregivers, to inform the school by contacting the class teacher of any bullying situations of which they are aware. Students, parents and staff work in collaborative partnerships to ensure that the school community is safe for all.

## Policy Implementation

- Parents, teachers, students and the community will be notified and regularly updated on the school's position on bullying.
- The school will adopt a four-phase approach to bullying, as follows.

### Phase 1: Primary Prevention

- Our school has a positive pro-active approach to support students in making the right choices through our WALK and school motto. This is the consistent language that outlines our expectations supported by our St Benedict's Behaviour Management Policy; "WALK"

initiatives; "WALK" posters of behaviour expectations; "WALK" acknowledgements of positive behaviours: footprints, awards and wrist bands etc.

- Classroom expectations are negotiated, explicit and communicated through a Class Covenant Document.
- All classrooms display "Feeling Safe" poster and as part of the class curriculum students are encouraged to identify their support network people who they can approach if feeling unsafe ~ "hand" to indicate 5 support personnel.
- The option of structured play at play times as part of our teacher supervision roster to support learning and social skills.
- Weekly student administration assemblies where specifically identified behaviours are targeted to support student education. Recognition of positive actions of students within our school with behaviours awards.
- Playground incident reports that respond immediately to inappropriate actions of students.
- Provision of "WALK Coaching" classroom at lunchtime for students to work with the Principal, APA, APRE or Curriculum & Resource Manager on a "Work it Out" plan to identify the inappropriate action, the inappropriate consequence and spend time coaching with one of the leadership team to identify the right choices to be made. Support from parent and/or caregiver in collaboration as this completed plan is sent home.
- Staff members will participate in ongoing professional development relating to behaviour education to ensure a proactive approach is adopted and adapted.
- Community awareness to promote our school's programs and response is a priority. This is achieved through parent nights, close home & school communication, school website, newsletters, class correspondence and school assemblies.
- The school will provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. e.g. Social Emotional Program
- As part of our Behaviour Management Policy we clearly outline consistent responses and steps to inappropriate "in class" behaviours and inappropriate "outside class" behaviours.
- Classroom teachers will discuss and clarify our school's approach with the students in his or her class at the start of each year and at regular intervals throughout the year as a priority.
- Our school curriculum will include the promotion of inclusion, acceptance, tolerance, love and friendship with strong anti-bullying messages and strategies eg: class culture established, identified Religious Life of our
- School, weekly administration assembly, special presentations at assembly, assembly prayer and opportunities for students to practise "I" messages, etc.

## **Phase 2: Early Intervention**

- The principal and members of staff will remind children about the need to report bullying incidents as part of our student protection procedures.
- Parents will be encouraged to contact the school via the class teacher if they become aware of a problem.

- Public recognition and rewards for positive behaviours and resolutions of problems will be made.

### **Phase 3: Intervention**

Bullying is an inappropriate behaviour which will be managed within the context of the school's Behaviour Management Policy.

- Once identified, incidents or allegations of bullying will be fully investigated, documented and monitored.
- Both bullies and victims may be offered counselling and support in negotiation. This counselling may be supported by our school counsellor, BCEO or an outside agency.
- If student bullying persists parents will be contacted and consequences will be discussed and implemented.

### **Phase 4: Post Violation**

- Consequences for students who are identified as bullies within the school context will be the same as for other serious behaviours, i.e. consequences will be individually based and may involve:-
  - Exclusion from class.
  - Exclusion from the playground.
  - School suspension.
  - Withdrawal of privileges.
  - Ongoing counselling from appropriate agency for both victim and bully.
- Early intervention strategies suggested as part of the school's Behaviour Management Policy will also be implemented, e.g. the reinforcement of positive behaviours classroom meetings, the use of relevant support structures, ongoing monitoring of identified offenders, rewards for positive behaviour.

## **Evaluation of Policy**

This policy will be reviewed with whole staff, student, parent and community input as part of the school's three-year policy review cycle.