



# St Anthony's Catholic Primary School, Rockhampton

## Anti Bullying Policy

Approved: 2015

### Policy Statement

We believe at St Anthony's that a culture of wellbeing cannot be fostered in an environment where violence and bullying is ignored or condoned. We want to create a caring and nurturing school by creating a safe environment for children and young people.

### Description

#### A Whole School Approach

- All staff share responsibility
- All staff understand the dynamics of violence and bullying - power, control, silence, fear, hurt and intimidation
- Staff have agreed definitions of violence and bullying
- Staff respond to violence/bullying from a position of support, care and nurture
- Children are supported to break the silence about violence, bullying and abuse.
- Children are supported to change their behaviour
- At our school violence/bullying is not tolerated
- Students, parents and staff are informed about policy, language and tools

#### Definition of Bullying and Violence:

- Violence and bullying are a misuse of power
- Violence and bullying are deliberately hurting someone
- Violence and bullying occurs when someone, or a group of people, use their power over another person to control them
- Violence and bullying are the use of force, in a variety of ways, to make another person do what they want them to do

- Violence and bullying happens in many places including at school, at home, in the workplace, at sport and at social events.
- When it occurs on the internet or mobile phone it is called cyber-bullying.

## Implementation

### Role of School Staff:

- Be proactive and act on things they have heard or think might be happening
- Draw the children affected by the behaviour together and create a safe space for them to talk about it
- Support children to talk about the effect of bullying on them
- Follow through, be reliable and consistent in their response
- Follow through with the consequences for the bully

### Engaging the Peer Group- Power in Groups

- A bully's power relies on their ability to silence victims and bystanders, their power is reduced when these groups speak out and support each other and seek assistance to stop the bullying behaviour.
- Behaviours are learned in groups and need to be unlearned in groups
- All players, including bystanders, share responsibility for challenging and changing the behaviours of the group
- Everyone shares responsibility for safety (emotional and physical) in the group

### Use of Restorative Justice Process

- The restorative justice process creates the safety needed for:
- The victim to name their experiences and the effects of the incident on them
- The witness to share responsibility for change in the group
- The perpetrator to change their behaviour and make a commitment to the group
- Everyone to break the secrecy that stops change from happening
- Victims, bystanders and perpetrators to speak and listen to each other in a safe forum
- All parties to speak about and acknowledge the impacts of what has happened
- The teacher/adult or some of the witnesses to support the victim to tell their story

### Consideration of Consequences

Are an essential part of being held accountable and responsible for behaviour

An incident may require: contacting parents, alternative lunch program, time and space, consultation and reflection in Thinking Time, discussion with a leadership team member, note home to parents, exclusion from an activity, a supportive behaviour plan or making amends as required.

### Responding to Incidents of Violence and Bullying

#### *Role of Students:*

- Name It to offending student and Name It again if behaviour continues, Name It until it stops.
- Name It to a teacher/adult (supervising teacher, student wellbeing facilitator, teacher assistant, principal, office staff)
- Participate in a group forum with the support of trusted adult
- Offending students will acknowledge bullying behaviour by responding with the three parts of sorry including making amends,
- Offending students will follow through with consequences as required

### *Role of Teachers:*

- Foster a safe and positive classroom environment and demonstrated due care and attention to student behaviour in the classroom and school environment
- Model restorative justice when interacting with students, staff and parents
- Respond positively to students who Name It to you
- Use Naming It Questions for victims, witnesses and users of violence
- Follow through use of consequences as necessary, including Thinking Time
- Incidents of violence and bullying to be followed up immediately with a member of leadership
- Report serious incidents directly to class teacher or leadership in person or via email
- Use Pastoral Care notes on Teacher Kiosk to record serious incidents and actions taken

### *Role of School Leadership:*

- Provide professional development on the whole school approach to bullying and violence and restorative practices including Jigsaw
- Liaise with staff, parents and students
- Case manage individual students as required
- Maintain records of incidents of bullying and violence
- Provide support for parents, staff and students

### *Role of Parents:*

- Support the whole school approach – engaging the peer group and restorative justice
- Discuss concerns with the classroom teacher, leadership or Student Wellbeing Facilitator
- Attend parent information sessions

### *Role of Student Wellbeing Facilitator:*

- Facilitates a school environment where each student feels valued and respected
- Uses class group work with the class teacher to foster self-awareness, empathy and social skills
- Assists teachers to create a safe environment which allows for open dialogue about difficult and challenging topics
- Promotes respectful and supportive relationships
- Provides opportunities for students to access support in small groups or individually
- Reports to the Principal on a regular basis

## Reflection Materials

- Solving the Jigsaw Whole School Approach
- Classroom sessions – Jigsaw and Stand Up School
- Naming It Questions for Victims, Witnesses and Users of Violence/Bullying
- Daniel Morcombe Curriculum
- E-smart Schools