

St Philip's Blackburn North



ANTI-BULLYING POLICY

VISION AND MISSION

Vision Statement

**Modelling the teachings of Christ,
St Philip's School community aspires to be a place of welcome that provides many learning
environments to meet the challenges of an ever-changing world.**

Mission Statements

Because we believe that Christ is the central focus of our school and we are witnesses to him and his teachings we aim to:

- provide an atmosphere where all are made welcome, where they feel safe and have a sense of belonging
- provide a school environment that is positive and challenges all children to work to the best of their ability
- foster in all a realisation that they are responsible for their own learning
- develop a sense of justice by respecting the opinions and rights of others
- encourage all to be sensitive to others and respect their differences
- encourage all to use their physical environments in a respectful manner
- provide a learning environment that utilises the most effective and current approaches in education.

RATIONALE

St Philip's Primary school models the teachings of Christ and aspires to be a place of welcome that provides a safe, supportive and caring environment that fosters respect for others and does not tolerate bullying.

At St Philip's, students have the primary responsibility for their behaviour, and parents and staff work in partnership to assist students.

DEFINITIONS

Bullying

St Philip's uses the definition of bullying stated by The Australian Government website <https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying> as 'an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).'

The most common ways that bullying is described are outlined below:

- verbal --which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion
- physical -- which includes hitting, kicking, scratching, tripping, spitting, biting
- social --which includes ignoring, excluding, ostracising, alienating, making inappropriate gestures

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- psychological --which includes spreading rumours, glaring, stealing or damaging possessions
- cyber -- online bullying carried out through the internet or mobile devices

Bystander

A bystander is someone who sees or knows about a child's maltreatment, harassment, aggression, violence or bullying that is happening to someone else. Supportive bystander behaviours are actions/words that are intended to support someone who is being attacked, abused or bullied. The actions of a supportive bystander can stop or diminish a specific incident or help another student recover from it.

Although it is neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it isn't bullying. A fight or disagreement between students of equal power or status isn't bullying.

Implementation

Any reports of bullying will be treated seriously and sympathetically by school staff, and will be investigated thoroughly and confidentially by school leadership. Disciplinary action will be taken where appropriate, against those where evidence is found that bullying has occurred towards any member of the school community or any visitor. Members of the school community will not be disadvantaged as a result of lodging a complaint.

RESPONSIBILITIES AND DELEGATIONS

School Staff

School Staff have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- respond in a timely manner to incidents of bullying according to the school's anti-bullying plan
- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community
- maintain records of playground and classroom incidents.

Students

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens as outlined in the Student Cyber safety User Agreement
- follow the school Anti-bullying Plan
- behave as supportive bystanders
- report incidents of bullying according to the school Anti-bullying Plan.

Parents and Caregivers

Parents and Caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour in keeping with the school Anti-bullying Plan
- behave as responsible digital citizens
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

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School Community

All members of the school community have the responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school's Anti-bullying Plan through words and actions
- work collaboratively and respectfully with the school to resolve incidents of bullying when they occur.

ANTI-BULLYING PLAN ~ ST PHILIP'S SCHOOL
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Prevention and Early Intervention Strategies:

At St Philip's School the following strategies and programs are implemented in order to prevent bullying occurring:

- Whole school approach to behaviour through the School Wide Positive Behaviour Support Framework and Restorative Practices.
- Social and Emotional learning programs such as Bounce Back.
- Circle Time across all year levels, promoting positive behaviours.
- Cross age Buddy activities.
- *"Coming to Know Worship and Love"* - Melbourne Archdiocese Religious Education Program
- Focus on Values for Australian Schools linked with the Victorian Curriculum across all year levels. Explicit teaching of these values in class and presentation of certificates, acknowledging these values at school assemblies.
- Strong focus on bystander behaviour and responsibilities taught through social/emotional classroom programs and playground discussions if situations arise.
- Provision of counselling services for students through On Psych Counselling Service.
- Small group Wellbeing programs.
- Program and Support Group Meetings (PSGs) for students with social/emotional needs, where strategies are planned and then implemented with support of staff and parents. Advice sourced from outside agencies and professionals as required with permission from parents.
- Provision of staff, student and parent information sessions about safe use of the internet.

Intervention

The school will implement the following process:

- All incidents will be handled according to the St Philip's Behaviour Management Policy.
- Once identified, all parties involved (i.e. bully, victim, witness) will be spoken with, and all incidents or allegations of bullying will be investigated. Students who are identified by others as bullies will be informed of allegations and given an opportunity to respond.
- Parents/caregivers will be contacted regarding bullying incidents.
- Records will be kept of actions taken and conversations held with parents/caregivers and students.
- Support strategies and counselling recommendations will be offered to all parties

Parents will be required to:

- co-operate with the school in the mediation process to reconcile differences.

Post Intervention

The school will implement the following process:

- Playground observations of both parties regarding their play behaviour will be made
- Reinforcement and acknowledgement of positive behaviours

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- The use of class meetings and Circle Time sessions where appropriate social skills and strategies are reinforced.

Consequences

Consequences for students who continue with bullying behaviour will be individually based and may involve:-

- exclusion from the playground
- withdrawal of privileges
- exclusion from the classroom
- school suspension
- ongoing counselling from appropriate agency for relevant parties
- removal of access to the school's network and computers for a period of time, as per the St Philip's ICT Outline and User Agreement
- where physical or psychological injury occurs, further consequences may result.

REVIEW:

Last review: Current Review: September, 2016

Ratified by the Education Board: 8th November, 2016