

<p>ST JOSEPH'S SCHOOL SOUTHERN CROSS</p> 	<p>TOPIC DEALING WITH BULLYING, HARASSMENT, AGGRESSION AND VIOLENCE - STUDENTS</p> <p>DOMAIN COMMUNITY</p> <p>POLICY No. 2-D6</p> <p>ORIGINALLY RELEASED 2004</p> <p>REVIEWED 2007, 2008, 2011, 2012, 2017</p> <p>DATE FOR REVIEW 2020</p>
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Rationale

St Joseph's school has the 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.

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

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, making hurtful and racist comments, picking on others, threats (spoken, written, electronic or cyber which may also apply to the following points)
- physical - hitting, tripping, punching, throwing objects, stealing, kicking, biting, negative body language, damaging someone's property, stealing someone's property
- social – ignoring, hiding, ostracizing, excluding from the group
- psychological – stalking, threatening looks, spreading rumours, gossip, sending hurtful notes, attempting to intimidate, threaten or belittle, forcing an individual to do something he/she doesn't want to do, manipulating others – setting others up to get in trouble, damaging possessions²

Harassment is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended. (Adapted from Catholic Education Commission of Western Australia Policy, Harassment in School, 1998). 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).

Principles

1. St Joseph's Catholic Primary School community is committed in addressing all incidents of bullying, harassment, aggression and violence.
2. The process will target specific individuals engaging in bullying behaviour and any bystanders.
3. At the classroom level, teachers will endeavour to educate students about appropriate and acceptable social behaviour.
4. At the school community level, issues of bullying will be addressed by relevant students and staff and where necessary, the Principal.
5. Catholic schools are safe and supportive environments where the 6 guiding principles and 9 key elements of the National Safe Schools Framework are practiced.
6. Catholic schools owe a duty of care to their students.

7. Catholic schools provide supportive environments which:
 - a. act to prevent instances of bullying, harassment, aggression and violence
 - b. encourage socially appropriate behaviour using positive behaviour management and direct teaching of curriculum in areas such as interpersonal and self-management skills
 - c. promote respect for self and other
 - d. develop physical/emotional well-being and resiliency
 - e. develop interpersonal skills and positive mental health
8. 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 Catholic Education Office of Western Australia's Pastoral Care Framework, the school's Pastoral Care practices and the school's Evangelisation Plan and which partners with parents and other agencies.
9. 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.
10. 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.
11. 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.
12. All parties to incidents of bullying, harassment, aggression and violence are entitled to appropriate support.

Procedures

All schools shall develop a school-based policy on bullying, harassment, aggression and violence, based on a comprehensive risk and needs assessment, which includes:

1. an expanded definition statement which states that the school shall not tolerate bullying, harassment, aggression and violence and which encourages all members of the school community to take a pro-active stance that promotes safety and wellbeing
2. examples of behaviours that are considered to be bullying, harassment, aggression and violence
3. specific statements relating to cybersafety including cyberbullying, cyberharassment and sexting
4. statements of school and student rights and responsibilities in relation to safety issues (including cybersafety, bullying, harassment, aggression and violence) that occur outside of school hours and off school grounds that involve or affect students and staff
5. statements, and where possible, flowcharts defining and advising the responsibilities of each of the major parties to the policy, the Principal, staff, students, parents and

- families, and, encouraging help-seeking through designated staff members when bullying, harassment, aggression or violence is experienced or witnessed
6. strategies and responses (including curricula, programs and pedagogy and, where school resources are limited, forming partnerships with parents, families and the wider community) to address:
 - a. the development of supportive environments, positive relationships and student connectedness to the school
 - b. social decision making and empowerment of students
 - c. skills in conflict resolution
 - d. promotion of tolerance and understanding, the encouragement of inclusion and the celebration of difference
 - e. acceptance of difference, and, a culture of cooperation, empathy and respect
 - f. the resolution of bullying incidents involving those who bully or aggress and those who are bullied or subject to aggression and which includes the early and appropriate involvement of parents
 - g. the support and restoration to wellbeing of students who have been harmed by hurtful behaviour. This includes working with parents and families to assist in retaining a connectedness to school and facilitating reintegration in those whose attendance may have lapsed as a consequence of bullying, harassment, aggression or violence
 - h. the amelioration of the behaviour and attitudes of students who bully
 - i. the pro-active engagement of bystanders to discourage bullying behaviour
 - j. the broader needs of the school community
 - k. the prevailing attitudes within the school including the 'culture' of the school to promote safety and wellbeing
 - l. teaching and learning programs to support the strategies and promote good citizenship skills in students, staff and parents
 7. school support systems that promote positive social health, mental health, safety and wellbeing
 8. reporting, recording and data collection procedures to be used when investigating incidents, as a basis to facilitate evaluation and justify any modification to approach, and to inform prevention and management activities
 9. a case management model to be used when bullying, harassment, aggression or violent behaviours persist
 10. a statement on appropriate confidentiality

The school-based policy shall be developed using a broad consultative and educative process involving students, staff, parents and families. The completed policy should refer to any other relevant policies or procedures and should be disseminated and promoted to the school community.

Schools shall provide professional development and appropriate resourcing to meet the needs of their staff in implementing the school policy.

The policy developed by schools shall be monitored and regularly reviewed. A recommended period is every 3 years or immediately following any incident that raises issues in respect to policy and practice.

Behaviour Management Plan

St Joseph's is committed to providing a supportive school environment where all members (staff, students and parents) feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced. Students are encouraged to be considerate, courteous, responsible and respectful.

Positive relationships allow everyone to achieve maximum potential growth. Our belief is that a cooperative school is a happy, safe place where everyone's needs are met and all have the opportunity to succeed. We have high expectations of our students ensuring that they are respectful and responsible and that they interact with others in a Christ-like manner.

Values

- Students at St Joseph's are honest and courageous
- Students and Staff at St Joseph's work collaboratively to create a joyful learning environment
- St Joseph's demonstrates equality and fairness between all
- St Joseph's challenges, motivates and encourages everyone to reach their potential
- Students at St Joseph's are supported and extended in our innovative curriculum

Restorative Practices

Where appropriate, a Restorative Practices approach will be used to deal with misbehaviour. Restorative Practices is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in our school community. It is focused on helping students become aware of the impact of their behaviours on others through personal accountability and learning from conflict resolution. An important component of Restorative Practices is the focus on restoring relationships after harm has been done.

Restorative Practices promotes inclusiveness, relationship building and problem solving. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair them. The Restorative Practices process provides an opportunity for discussion with the student in relation to what has happened.

Rights and Responsibilities

<p>Students have the RIGHT to:</p> <ul style="list-style-type: none">• Learn in a purposeful and supportive environment• Work and play in a safe, secure, friendly and clean environment• Respect, courtesy, honesty and have their possessions respected• Demonstrate and promote pride in their school• To be proud of their school• Feel safe when using social media platforms	<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none">• Ensure their behaviour is not disruptive to the learning of others• Be tolerant of others and to respect other's rights• Behave in a way that protects the safety and wellbeing of others• Ensure that the school environment is kept neat, tidy and secure• Use and interact with electronic devices according to the school's ICT Use Policy for Students
<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none">• Respect, courtesy and honesty• Teach in a safe, secure and clean environment• Teach in a purposeful and non-disruptive environment• Cooperation and support from parents in matters relating to their children's education• To be the first point of contact if there is an issue or concern with one of their students	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none">• Model respectful, courteous and honest behaviour• Ensure that the school environment is kept neat, tidy and secure• Establish positive relationships with students• Ensure clear and effective organisation and planning• Report student progress to parents• Be vigilant about bullying and ensure all are aware of the school's policy• Adhere to the School's Code of Conduct• Use and interact with electronic devices according to the school's ICT Use Policy for Staff
<p>Parents have the RIGHT to:</p> <ul style="list-style-type: none">• Access a meaningful and appropriate education for their child• Cooperation and support from teachers in matters relating to their child's education• Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education• Be informed of behaviour management policy and procedure• Access to information about their child's education and progress• Respect, courtesy and honesty	<p>Parents have the RESPONSIBILITY to:</p> <ul style="list-style-type: none">• Ensure that their child attends school and is punctual• Model respectful, courteous and honest behaviour• Support the school in implementing behaviour management strategies, particularly in relation to their own child• Inform the school about bullying when appropriate• Adhere to the School's Code of Conduct• Not use social media platforms in any way which would be of a negative impact on the school or community member

Positive approach to student behaviour

Our overall approach to student behaviour is a positive one, by seeking to develop positive and effective relationships between children and staff and each other. We encourage the children, individually, as a class and on a whole school basis.

A range of rewards may include:

- Positive verbal reinforcements
- Positive notes to parents and students
- Teachers will determine their own class reward system. This may include individual points, group points, stamps, stickers, vouchers, excursions, free time etc
- Pupil choice
- Merit Certificates
- Choose Respect Award
- Blue Ribbon Award

Consequences

Whilst our main focus will always be on positive consequences, as a whole school approach we continue to adopt the 1-2-3 Magic approach to discipline. 1-2-3- Magic is specifically for minor disruptive behaviour which impedes teaching and learning. E.g. calling out, leaving seat etc. It is focussed on a STOP BEHAVIOUR. It is fair, consistent and equitable. **The teacher will engage in NO TALK, NO EMOTION at the time of the lesson.** He/she may speak to the child/children at a later time. E.g. recess, lunch or after school.

Each classroom will develop its own class rules. Children will be immersed in the programme and what 1-2-3 Magic entails.

- When a child breaks a class rule, he/she will be given a warning. E.g. That's 1.
- If the same child breaks another rule, That's 2.
- If the child reaches step 3 then it is an automatic time out as directed by the teacher.

With this program, once the child has 'done the time' he/she gets a clean slate. The clean slate policy applies to each new learning period. E.g. 8:50-10:50 am, 11:10-12:50pm, 1:30- 3:10pm. This initiative will be used by all staff at St Joseph's.

If a child reaches 3 time-outs in the one day, he/she will be sent to the Principal to explain their behaviour.

If it continues on a regular basis, further action will be taken. E.g. parents called in.

Where 1-2-3 Magic is not addressing the behaviour concerns then teachers are to record significant or continual records of disruption on SEQTA. These may be used in the formulation of behaviour management plans in collaboration with parents. These may also be used in tracking behaviour and putting behaviour management plans in process.

Severe behaviour 1-2-3 Magic will not be used in handling major incidents.

Any deliberate behaviour that causes harm to another child or teacher will be regarded as severe and will be dealt with in the following way:

- The student will be sent to the Principal
- The student's parents will be informed immediately and a meeting will be held.

SIGNS OF BULLYING

Signs of bullying may be:

- Feeling frightened, angry or embarrassed
- Finding it hard to concentrate on school work
- Not being able to sleep at night
- Not wanting to come to school
- Not getting along with others

STUDENTS' ACTION PLAN

If you think you are being bullied, ask yourself:

Was it deliberate? If Yes, follow these steps:

- Ignore the behaviour and show that it doesn't upset you.
If the bullying behaviour continues
- Tell the individual/s engaging in bullying behaviour to stop. Ask the bully to leave you alone.
If the bullying behaviour continues
- Move to a safe area
If the bullying behaviour continues
- Tell a staff member.

BYSTANDERS' ACTION PLAN

Ask yourself

Does this look or sound like a bullying situation? If yes, follow these steps:

- Tell the person who is bullying to "Stop It"
- Offer friendly help to make the individual/s feel safe.
If the behaviour continues
- Take the individual/s to a staff member and report what you saw and heard.

SCHOOLS' ACTION PLAN

- A staff member on playground duty will assess the situation and speak with the students involved.
If necessary
- The Class Teacher is notified by Duty Teacher regarding the Bullying behaviour. The Class Teacher will investigate the matter further if required.
- Discussions at class level about bullying will be included in general teaching across relevant learning areas.
If necessary
- Refer to the Principal who will take appropriate action and make contact with parents if necessary.

PARENTS' ROLE

Parents can help by:

- Discussing school expectations about behaviour and how best to deal with bullying.
- Teaching children to respect differences and be tolerant of others
- Showing an interest in your child's school, social, sporting and cultural life.
- Developing children's self-esteem by offering encouragement, saying and doing positive things, nurturing their positive qualities and valuing them for who they are.
- Setting a good example, as role models, when resolving their own conflicts.
- Being observant and looking out for tell-tale signs that something is wrong.
- Informing the school if you become aware of any bullying incident so it can be stopped.
- Assisting their child to understand and practise the strategies stated here.

St Joseph's Choose Respect


RESPECT IS TO TREAT WITH CARE AND CONSIDERATION

CODE OF BEHAVIOUR

Every member of our community is encouraged to **CHOOSE RESPECT**.

To **CHOOSE RESPECT** is to make a conscious effort to:

- Treat others with Respect, no matter how they treat you.
- Treat yourself with Respect.
- Forgive others who do not treat you with Respect.
- Resist your natural desire to pay back or take revenge.
- Apologise when you do not treat others with Respect.
- Support others who are not being treated with Respect.
- Ask for support when others do not treat you with Respect.

"Fostering a Culture of Respect in our community."

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