

BULLYING POLICY

ST MARY MACKILLOP PRIMARY SCHOOL
KEILOR DOWNS



St Mary MacKillop School has a strong commitment to child safety as is reflected in our Vision Statement: “In and through positive relationships, we aspire to protect all children under our care, prioritising their safety and wellbeing.” We continually strive to ensure that every child is safe from harm including all forms of abuse. We exercise zero tolerance to abuse.

Rationale

The School’s pro-active approach ensures we continue to work towards creating a **calm, gentle, safe and supportive environment**. While the Social Education Program promotes the peaceful classroom processes and activities, helping students to understand and manage conflict constructively, there will be times when students will experience bullying. The School has a policy which outlines how the issue will be dealt with, in line with the developmental ability of the students concerned. As bullying is a relational issue requiring a relational solution, the process used to deal with bullying is based on the *‘no blame approach’ (Ken Rigby)*.

Definition

Bullying is defined as ‘the deliberate, repetitive and inappropriate use of power by an individual, or group of people, towards another person or persons. The targeted person(s) is subjected to repeated behaviour that they find threatening, frightening or hurtful, over a period of time.’

Bullying may take a variety of forms:

Verbal: including putting people down (to their faces or behind their backs), name calling, teasing, racial comments, offensive language, threats, and sending/delivering hurtful messages.

Physical: including fighting, pushing, hitting, ‘looks’ designed to intimidate, damaging others’ property, invading someone’s personal space.

Visual: including offensive material, graffiti pertaining to others in some public domain.

Victimisation: including stand over tactics, targeting specific students and repeated exclusion.

Sexual: including touching or brushing against one in a sexual manner, sexually oriented jokes, drawings of or writing about someone’s morals, unwanted invitations of a sexual nature, asking questions about someone’s private life.

Relational: including hurting others through damaging or manipulating relationships or friendships by spreading rumours, telling others to exclude or not spending time with others, controlling or dominating someone by using the threat of being excluded or having the friendship ended, pressuring others to give over possessions.

Cyber: Telephone, email, internet sites e.g. Facebook, using smart phones for harassment (calls or SMS) or sending messages and pictures electronically.

School Practices

Each member of the School Community has a specific role in the creation and maintenance of a safe, secure and supportive environment.

Role of the Student

- Students are encouraged to assertively indicate that they find the behaviour threatening and that it needs to stop.
- If the behaviour continues, then the incident is reported to a staff member.
- If students witness another being bullied, they are encouraged to seek assistance from a staff member.

Role of the Parent/Caregiver

- Parents/Caregivers are asked to speak to their child's class teacher in the first instance
- Parents/Caregivers are NOT to approach (the) other student(s) or their parents regarding any perceived bullying issue
- Encourage their child to speak to their class teacher about the issue
- Parent/Caregivers must work in partnership with the school to address any issues raised by the school

Role of the Staff

- Investigate any report of bullying or harassing behaviour, completing the appropriate form and referring on for further action to the Wellbeing Team.
- Support the student(s) through the incident and subsequent course of action.
- Teach the Social Emotional Learning, Personal and Social Capabilities.
- Work to develop confidence and trust with students, so that students feel they can confide.

What constitutes a serious incident?

A serious incident may result in one or a combination of the following:

- The degree of distress of the victim(s).
- The duration of time that the bullying has occurred.
- The concern of the parents, which may normally be a reflection of the child's distress and inability to cope.
- The willingness of the perpetrator, when confronted, to recognise the hurt that has been caused to the other party.
- The readiness of the aggressor(s) to work towards reconciliation.

(Rigby, 1997)

PROCEDURE FOR DEALING WITH AN INCIDENT OF BULLYING

The '*No Blame*' Approach

Report of the Incident

At the notification of an incident of bullying the following procedure occurs:

Initial Interview.

The victim(s) can give their account of the event(s); describe their emotional state and how they have tried to deal with the situation.

Second Interview.

- a) A group meeting is held with the aggressor(s) and other bystanders to the event, to collect their viewpoints of the situation. [The victim does not attend this meeting.]
- b) The group is made aware of the victim's feelings by trying to 'place themselves in the other person's shoes'.
- c) Attribute responsibility for each member, along with clear expectations that the problem can be solved.
- d) Brainstorm possible solutions, encouraging suggestions from each person.
- e) With the students, the most practical and reasonable solution is selected, with an action plan put in place. Each person's role is clearly described and understood.

Monitoring the Action Plan

Students involved in the incident are to meet on an individual basis to discuss the plan, their concerns or any other related issues.

A record is kept on the student's file of all procedures.

The Next Step

In the event of ongoing and persistent bullying a Behaviour Management Plan (Appendix E) will be devised.

CONFIDENTIAL REPORT

Record of meeting regarding a bullying incident.

Date:	Teacher:
Student Names:	Year Level(s)
Reason for meeting:	
Action Plan:	
Date for review of Action Plan:	
Changes to Action Plan (if necessary):	
Name and signature:(Print name)	

Please forward completed copy to the Student Wellbeing Leader for the records.

Matter referred to: Principal Deputy **Principal** Class **teacher**

Appendix C

Possible Questions to use during an Interview (Script A):

- Were you friends before this happened?
- Are you still friends?
- Does this problem keep you from being friends?
- Did you know each other before this situation?
- Do you do some activities together? How will you manage this?
- Can you tell me more about it?
- What did you want to happen?
- How do you think you could ask that in a different way?
- If you could do it differently, how would that go/look/sound?
- Can you put the situation/story's main points together?
- What do you think the others wanted to happen? Was it a fight?
- Is the person who told you that a friend of yours?
- What can be done to solve the problem? What do you think you could do?
- Did you do that by accident?
- How were you feeling when did ...?
- What could you do next time when someone tells you what's been said?
- How do you know ...did ... on purpose? What were ... trying to do?
- What are you willing to do to solve this problem?
- What if ...(other person) can't accept your suggestion? Can you think of anything else?
- Next time you hear about something like that [or feel that way] will you talk about it together to try and work it out first?
- How successful do you feel this Action Plan will be?
- How much effort are you prepared to put into the Action Plan?
- What do you think is the most important part of this problem for you?
- What will you do differently next time something like this happens?

Appendix D

Possible Questions to use during an Interview (Script B):

The following is a series of questions that could be used to involve all those affected by the conflict [especially the offender and victim] to find a way forward and reduce anger and resentment, whilst supporting students to take responsibility for their actions and repair any harm that has occurred:

- Can you tell me what has happened? (B)
- What were you thinking of at the time? (B)
- What have you thought about since then? (B)
- Who do you think has been affected by your behaviour? (O)
- How do you think they have been affected by your behaviour? (O)
- How have you been affected? (V)
- What has been the hardest thing for you? (V)
- Is there anything you want to say? (O)
- Was our behaviour fair/unfair? (O)
- What do we need to do to fix things? (B)
- What would you like to see happen to repair the hurt? (B)
- Is this fair? (B)
- Can we do this/can we manage this? (B)
- Is there anything else you would like to say? (B)

Key: B = both; V = victim; O = offender



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Appendix E

CONFIDENTIAL DOCUMENT

BEHAVIOUR MANAGEMENT PLAN for

Name of Student: of Year Level:

1. The positive, formative purpose of this Plan:
2. Duration of the Plan:
3. Expectations regarding the student's future behaviour:
4. Means by which student will be supported in achieving this behaviour:
5. Means by which the student's behaviour will be monitored and managed:
6. Circumstances which could require the Plan to be amended or reviewed :
7. Arrangements to apply following satisfactory conclusion of the Plan:
8. Arrangements to apply if the student's behaviour is not in accord with the expectations of this Plan as stated above:

Names and Signatures of those agreeing to this Plan

Student.....
Parents(s)/Guardian(s).....
School Authorised Person

Date

Reviewed 2017