



St Columba's School Bayswater

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Grow in Faith Seek Wisdom Live in Peace

Policy: **Bullying Policy Area:** Dealing with Bullying, Harassment, Aggression and Violence

Date Reviewed: 2022 Review Date: 2023

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1.0 VISION AND MISSION

1.1 VISION STATEMENT

St Columba's School aims to foster the total development of each individual, within a loving community, that is totally committed to supporting the Catholic faith, principles and ideals within the framework of the Mercy Values.

1.2 SCHOOL VALUES

Our school values underpin all that we do and are listed below:



2.0 BEHAVIOUR SUPPORT

2.1 RATIONALE

St Columba's Behaviour Support and Bullying Policy is closely linked with the school's Pastoral Care Policy as they both endeavour to promote respectful, secure and healthy environments in which students can prosper. At all times, staff must ensure they do not belittle, humiliate, denigrate, threaten, or ridicule other children. This is unacceptable behavior and will be regularly revisited at staff meetings and staff are advised at induction.

It is believed that the school should create an environment which is supportive of individuals and groups with special needs, conducive to worthwhile learning and which demonstrates a caring concern for the well-being of all its members. Respecting the rights of all members of the St Columba's community underpins the philosophy of the Behaviour Management Policy and the development of a school culture that addresses the needs and rights of every member of the school community. The development of appropriate and acceptable behaviour is a staff, parent and student concern. Its success is based upon the recognition of the dignity, and worth of all individuals.

The Behaviour Management policy aims to foster the development and experience of responsible self-discipline among students and seeks to promote the well-being and good order of the community. In order

to provide a safe learning environment for all, it is essential that students recognise the need for rules regarding safety of themselves, others and property. Everyone in the school community needs to develop skills of living and learning together in productivity and harmony. To support this, emphasis is placed on an awareness and recognition of positive behaviours, along with effective management of unacceptable behaviours. When problems are experienced in achieving these goals the focus will be that of finding solutions, whilst managing individuals with respect and dignity.

At St Columba's we encourage and support our students to develop a stronger sense of wellbeing, to be more resilient, confident and successful. Confidence and resilience help to develop positive and pro-social values, strategies for coping and bouncing back, and courage to deal with difficult situations in everyday life.

2.2 STUDENT CONNECTEDNESS AND ENGAGEMENT

An essential element of wellbeing is the experience of belonging; of being connected to others in a community, being accepted and valued; and being positively involved and engaged. Schools are integral in the enhancement of student wellbeing.

When a school is addressing student behaviour that is judged inappropriate or wrongful, behaviour support processes which ensure that the student remains engaged and connected with the school community are to be preferred to those that disengage the student.

2.3 RESTORATIVE PRACTICES AND POSITIVE BEHAVIOUR SUPPORT

The philosophy of Restorative Practices informs a positive and formative approach to student behaviour support and is recommended for Catholic schools.

- A commitment to Restorative Practices has as its aim the promotion of resilience in the one harmed and the one causing harm.
- Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others.

2.4 RIGHTS AND RESPONSIBILITIES

Students

Students have the RIGHT to:

- Learn in a purposeful and supportive environment.
- Work and play in a safe, secure, friendly and clean environment.
- Be treated with respect, courtesy and honesty.
- Equal treatment regardless of race, gender or physical ability.
- Interact with others in an atmosphere free from harassment and bullying.
- Express themselves.

Students have the RESPONSIBILITY to:

- Display respectful, courteous and honest behaviour.
- Ensure that their behaviour is not disruptive to the learning of others.
- Ensure that the school environment is kept neat, tidy and secure.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Behave in a way that protects the safety and well-being of others.
- Ensure their behaviour does not intimidate others.
- Display respect for the school property, personal property and the property of others.

Staff

Staff have the RIGHT to:

- Be treated with respect, courtesy and honesty.
- Teach in a safe, secure and clean environment.
- Teach in a purposeful and non-disruptive environment.
- Cooperate and receive support from parents in matters relating to their children's education.
- Be the first point of contact if there is an issue or concern with one of their students.

Staff have the RESPONSIBILITY to:

- Model respectful, courteous and honest behaviour.
- Ensure that the school environment is kept neat, tidy and secure.
- Establish positive relationships with students from when the door is open to allow informal discussions and preparation.
- Ensure good organisation and planning.
- Report student progress to parents.
- Be vigilant about bullying and encourage awareness of the school's policy.

Parents

Parents have the RIGHT to:

- Be treated with respect, courtesy and honesty.
- Be informed of curriculum material, behaviour support procedures and decisions affecting their child's health and welfare.
- Be informed of their child's progress.
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.
- Expect that bullying will be dealt with.
- Cooperate and receive support from teachers in matters relating to their child's education.

Parents have the RESPONSIBILITY to:

- Model respectful, courteous and honest behaviour students and staff.
- See bullying as a behaviour and not personalise in the form of a bully.
- Ensure that their child attends school regularly and on time.
- Support the school in implementing behaviour support strategies, particularly in relation to their own child.
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning.
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment.
- Support the school in providing a meaningful and adequate education for their child/children.
- Inform the school about repetitive inappropriate behaviours towards their child.
- Make teachers the first point of contact if there is an issue or concern with one of their students.
- Respect and maintain confidentiality between staff and parents.

3.0 POLICY OUTLINE

At St Columba's Catholic School, the Behaviour Management Policy is based on the belief that to participate effectively in the activities of a collaborative classroom, children require a level of behaviour that respects their rights and the rights of others to:

- Be safe and feel safe
- Learn to the best of their ability
- Express themselves in a positive manner
- Take responsibility for their choices

Student Behaviour Expectations have been developed by staff and can be seen in the parent information booklets which are issued to the parents at the beginning of each year. They are published on the school website, discussed at parent teacher evenings, included in the newsletter, and are referred to at the beginning of each term.

Based on positive reinforcement, the Behaviour Management policy incorporates the pastoral care philosophy that we Value and Respect self, others and environment. Procedures are in place, should children exhibit unacceptable behaviour.

Procedures for Managing Behaviour (Refer to Revised Behaviour Management Procedure 2023)

4.0: BULLYING

4.1 DEFINITION

Bullying is a pattern of wilful, conscious behaviour intended to hurt, injure, upset, threaten or embarrass an individual or group. Bullying is a repetitive attack, which causes distress not only at the time of the attack, but also by the threat of future attacks. It involves an imbalance of power.

Bullying can be:

- verbal – name-calling including racist and sexist remarks, put downs, threatening;
- physical - hitting, tripping, poking, punching, kicking, throwing, objects, spitting;
- social - ignoring, hiding, ostracising, sending nasty notes
- psychological - stalking, dirty looks, spreading rumours, hiding or damaging possessions, singled out for unfair treatment, is picked on.
- cyber – the use of email, websites (eg Facebook, TikTok), MSN, text, photo and video technology.

4.2 PRACTICE AND PROCEDURES

Any staff member observing a bullying incident or receiving a report of bullying must respond in accordance with this policy.

- Remove children from harm and attend to them if required.
- A decision needs to be made about whether this is an incident of bullying. See definition.
- The level of seriousness must be assessed before beginning the anti-bullying process.

If it is deemed not serious, teachers can help by discussing the child's feelings and possible options to deal with the harassment. This is particularly relevant to junior students. State the School's anti-bullying stance and complete the Bullying Registration Form.

Any intervention will focus on helping all children involved. Consultation from the Assistant Principals in cases where the bullying is not resolving.

If this is deemed to be a serious bullying incident it must be recorded as so on SEQTA. Parents will be informed by phone and time and date of call also recorded on SEQTA.

The Assistant Principal will assess the severity and history of the recorded bullying incidences. They will then apply a consequence, be it detention, in-school suspension or out of school suspension.

This school currently follows the ENDEARA model which was established to promote a caring and supportive environment. This educational, social and emotional programme is designed to minimise

bullying and develop self-regulation in students. However, in the event that bullying occurs, the school will react firmly and promptly.

The teacher will support students who raise a concern in regard to bullying by finding out the facts of the incident. This will involve meeting with those concerned using a shared concern or 'no blame' approach to address the issue. Parents or caregivers will be contacted at an early stage and where appropriate, and a referral may be made to CEWA School Psychologist to develop positive strategies to overcome bullying.

4.3 STRATEGIES TO SUPPORT STUDENTS TO DEAL WITH BULLYING INCIDENTS.

Teachers can advise children to:

- Do not fight back
- Try to ignore the person bullying.
- Walk away immediately when the bullying starts.
- Stand up to the person bullying. Look them in the eye and calmly tell them to stop. "Stop I don't like it." "Stop, this conversation is over." Then walk away.
- Talk to your friends and ask for help.
- Play with a group and stay close to duty teachers.
- If you are finding it hard to speak to an adult, write it down.
- Try one or a combination of these for a few days. If it is not any better, speak to an adult. This can be a parent or a staff member.

Using the 'No Blame' Approach

Use the following type of script to help the perpetrator resolve the pain that others may be going through. Deal with the perpetrators one by one.

The Individual Chat Method

Stage 1 Thanks for Coming.

Explain why the student is there. "We need your assistance in solving some concerns. You are not in trouble". Work with the students on a one to one basis.

Stage 2 What's been happening

I hear that ***** has been having a hard time recently. Can you tell me anything about it?' Then focus responses by asking, "What have you done?" Maintain this as the focus of the conversation.

- Let the student talk
- Avoid closed questions
- Do not question if they complain about the person being bullied. Bring them back to 'what have you done?' When the whole process is complete, then you may ask what the person being bullied has done.

Stage 3 Bad

'So it sounds as if ***** is having a hard time of it. How do you think *****feels?

- As soon as the bully acknowledges these emotions, move to Stage 4.
- If the bully says, "it's his/her fault, accept the statement but still point out that this person is having a hard time of it.

Stage 4 Make it Better

'I agree?' What do you think you could do to help make situation better?' OR 'I was wondering what you could do to help improve the situation?'

- Accept their positive suggestions.
- Negative suggestions – ask 'How will this improve the situation?'
- Do not bargain or question.
- Do not discuss how.
- If you think that the suggestions do not cover critical behaviours, prompt the bully by saying, 'what do you think you could do about ...(those behaviours)?'
- If the bully can't think of ways for helping, you may suggest an idea. Say, 'I have an idea. Would you like to hear it?' Try to give several. Allow the student to choose the one they are most comfortable with.

Stage 5 Review

'Thanks for talking with me today and making these suggestions to make life easier for *****

How about we meet again in a week's time for two minutes to see if things are better". (Arrange specific time and place).