



BULLYING PREVENTION PROCEDURE

AIM

St Columba's School uses the URSTRONG Bullying Prevention Framework to provide a plan of action to help prevent "bullying" behaviour in children.

Relationships are the heart of social emotional well being. URSTRONG gives kids skills, language and self confidence to be better friends and develop healthier relationships. Using a kid friendly approach educators and parents learn a simple framework to support and coach kids towards positive relationships.

Explicitly teaching children how to develop healthy friendships and manage conflict in a respectful way is the key to bullying prevention and creating safe caring learning environments an inspiring kinder happier children.

This Bullying Prevention Framework explains the steps to be taken for repeated incidences of Mean on Purpose Behaviour.

DEFINITION

Bullying – 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.

GUIDING PRINCIPLES

We believe in:

- Providing children, at an early age, with the skills and language to normalise and manage conflict, plus differentiate everyday disagreements (Friendship Fires) from Mean on Purpose behaviour, is the most effective strategy to prevent bullying.
- URSTRONG uses kid-friendly language and concepts to maximise knowledge retention and skills development, addressing children across the full sensitivity Spectrum, from shy or sensitive kids that might profile as victims to the outspoken or aggressive kids who might profile as bullies.
- Bullying is a term that can be misused and result in students, teachers and parents labelling a child a "bully". The term is used in quotation marks because, using theories such as growth mindset and unconditional positive regard, we support children's social-emotional development and understand that students are all still learning.
- The URSTRONG methodology outlines that conflict is defined into two categories:
 - Normal conflict for example hurt feelings misunderstandings referred to as friendship fire;
 - Actions that are intentionally unkind or cruel referred to as mean on purpose behaviour.
- Skills based practical strategies must be implemented in order to create change.
- Students, parents and teachers must speak the same language working together to achieve a common goal.
- All students, the perpetrator the victim and the bystander, need guidance and support.

- Interpersonal skills and conflict resolution are skills that need to be taught explicitly.

PROCEDURE

General

1. Role model kindness and respect for our students and create a friendly school culture.
2. Provide talk it out spaces in our school to ensure students have a place to put out their friendship fires.
3. Students will be given time to resolve conflicts as we know that learning cannot take place when children are upset.
4. Encourage healthy friendships at our school and not force children to work with students that they are in conflict with.
5. We expect our students to be friendly to everyone but recognise that friendships and relationships are a choice.
6. Teach URSTRONG Curriculum Friendology as a whole school approach and utilise the language and skills into our daily practises.
 - a. From Kindy to Year 2, we emphasise being Kind on Purpose and managing Tricky Situations.
 - b. From Year 3, children are taught how to Quick Comebacks to respond to Mean on Purpose Behaviours.
7. Staff will receive regular professional development to stay on the pulse of best practises.
8. Staff will systematically record and monitor mean on purpose behaviour.
9. Staff will provide opportunities for mean on purpose behaviour to be reported anonymously.
10. We will follow our action plans to support victims, perpetrators and bystanders.
11. Staff will work as a team with parents and provide support guidance and opportunities to learn. The school will organise training for parents to support their children.
12. Staff will seek help from professionals and experts when deeper interventions are necessary.
13. The school will communicate and share this bullying prevention framework with parents, educators and students. It will also be available online.
14. The Principal and Staff will also refer to the School Behaviour Management Guidelines and CEWA Child Protection Procedures.

Action plan for the victim

When a child has been the victim of mean on purpose behaviour the following actions will be taken:

1. They are congratulated for using their quick comeback and reporting. NOTE: if a quick comeback was not used the teacher is expected to practise quickly with that student and encourage them to use their quick come back next time. The teacher reminds the student you teach people how to treat you and explains that mean on purpose behaviour is not allowed at our school. The teacher is expected to remind the student of the Friendometer. The teacher is to encourage them to spend time with friends in the Green Zone and remind them they deserve to be treated with love and respect.
2. For a student who is repeatedly a victim (3 or more times) of mean of purpose behaviour, the teacher has a meeting with the student to try to determine the causal factors and provide one on one support. It is expected that the teacher and student create a behaviour plan together and further investigations are sought if required.
3. The teacher is expected to monitor and check in with the Student, Principal and Parents and any other implicated educators are made aware of the plan.

4. The teacher should also refer to the School's Behaviour Management Procedure and Child Protection Procedures action as required.

IMPORTANT NOTE: It is extremely important that this meeting is not seen as a consequence for reporting. The child needs to feel supported and recognise this is coming from a place of love and support to ensure the child feels safe at school.

5. If no improvement is noted in what the student is experiencing, the student is referred onto the School Counsellor.

Action plan for student exhibiting mean on purpose behaviour

When a child has exhibited mean on purpose behaviour the following actions will be taken.

1. After one report no action is required from the teacher, if the student reporting used their quick come back and walked away. This is because the student who used a quick come back and reported, administered the most effective consequence. The teacher should also refer to the School's Behaviour Management Procedure and action as required.
2. After two reports, the student is notified by the teacher that 2 reports have been documented. The teacher may then choose to speak briefly with the child who is being mean on purpose. The teacher should also refer to the School's Behaviour Management Procedure and Child Protection Procedures action as required.
3. After three reports the teacher has a meeting with the student to try to determine the causal factors and provide one-on-one support. It is expected that the teacher and the student create a behaviour plan together and further interventions are sought if required. The teacher is expected to monitor and check in with the Student, Principal, Parents and any other implicated educators are made aware of the plan.
4. If no improvement is noted in their behaviour, the student is referred on to the School Counsellor.

Action plan for a student who is a bystander

When a student has been witness to mean on purpose behaviour the following actions will be taken:

1. The student is reminded to use their quick come back when they witness mean or purpose behaviour. The student is also reminded that we are a safe and caring school and mean on purpose behaviour is not allowed.
2. For the student who repeatedly is identified as a bystander, the teacher is expected to use the URSTRONG resources to help students understand their role when it comes to inclusion and what to do when they witness mean on purpose behaviour and check in with the Student, Principal, Parents and any other implicated educators.
3. The staff will provide forms, both hard copy and online, for students to report mean on purpose behaviour anonymously.

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