



HOLY SPIRIT BULLYING AND HARASSMENT MANAGEMENT PROCEDURE

Building a nurturing, safe and inclusive school environment

TABLE OF CONTENTS

1	Definition of Bullying and Harassment	3
2	Process to follow up for reports of bullying	4
3	Rationale	5
4	Principles	5
5	Objectives	6
6	Rights	6
7	Responsibilities	7
8	Actions	8
9	Forms	9

1 Definition of Bullying and Harassment

Every person has the right to feel safe, to learn and to be treated with respect and fairness. Bullying and harassment are not tolerated in any form.

Definition of Bullying: Bullying is an ongoing targeted form of aggressive behaviour which is usually hurtful, threatening, frightening and deliberate.

It can be:

- Verbal – name calling, teasing, swearing and racist remarks
- Physical – pushing, punching, spitting and rude gestures
- Social – rumours, exclusion from groups, body language and ostracizing
- Cyber – Examples- SMS, emails, chat rooms, Facebook, YouTube and other social media platforms

A victim is a person or group that feels unsafe as a result of the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the behaviour.

Students are encouraged to:

- Tell a staff member of any incidents of bullying or harassment
- Express disapproval towards bullying behaviours
- Walk away and get help when a bullying incident is occurring rather than stand by
- Be aware of teasing or personal remarks
- Give support to students who may be being bullied
- Use self-regulation strategies

Teachers will:

- Take bullying seriously
- Support students who are being bullied
- Reinforce to children that when they feel ready and safe to talk, that someone of their choice is available and willing to listen
- Explicitly teach, as part of the school curriculum, what bullying is. Elicit assertive practices for students who are being bullied and inform ways that students can help to stop bullying
- Implement Restorative Behaviour Questions
- Address bullying behaviours at the time of an incident by using the support group approach to bullying
- Refer information about any bullying incidents to the Leadership Team
- Support identified bullies to change their behaviour in the classroom and school grounds

The Leadership Team will:

- Take bullying seriously
- Speak to all parties involved- including students, staff and parents
- Make debriefing sessions available to any staff member affected by negative student behaviour

- Make professional development available to any teaching staff member who is experiencing difficulties in managing student behaviour
- Refer families to the school psychologist and other support school services where appropriate
- Watch for signs of stress and/or distress in their children. Such examples include but are not limited to; an unwillingness to attend school, onset of headaches, stomach aches or bruising, toys or equipment going missing, requests for extra pocket money or damaged clothing or books
- Request an interview with the child's teacher and/or parents if they suspect their child is being bullied or is bullying others.

2 Process to follow up for reports of bullying

1. Teacher receives information about the incident/s or makes the observation
2. Consults with relevant teachers
3. Meets with the student who has asked for help or been identified
4. If incident is isolated, facilitates friendship strategies, conflict resolutions or refers to the Behaviour Management and Support Policy
5. If bullying is identified, advise Leadership Team
6. Meet with the group of students identified as being involved in the incident. Communicate feelings of student who asked for help or was identified. Elicit suggestions to improve peer relationships
7. Complete incident report form
8. Notify all parents
9. Arrange follow up meeting, one week after initial meeting, with each individual to determine whether changes in behaviour have been made
10. After a follow up meeting, no further action is required unless there is no resolution. Further action may include referral to school psychologist and other support services available to the school.

Definition of Harassment

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).

3 Rationale

This dealing with bullying and harassment procedure applies to Holy Spirit Primary School, Western Australia.

This policy should be read in conjunction with the following:

- Holy Spirit Code of Conduct
- Behaviour and Support Management Procedure
- Acceptable Use of IT Policy
- Social Media Policy
- Pastoral Care Policy
- CEWA Code of Conduct
- School Values
- Staff Handbook / Parent Handbook
- Privacy Policy

4 Principles

Holy Spirit School strives to be a safe and supportive environment where the six guiding principles and key elements of the Child Safe Framework are embedded.

Holy Spirit Primary School promotes a supportive environment which:

- acts to prevent instances of bullying, harassment, aggression and violence
- encourages socially appropriate behaviour using positive behaviour management and direct teaching of curriculum in areas such as interpersonal and self-management skills
- promotes respect for self and other
- develops physical/emotional well-being and resilience
- develops interpersonal skills and positive mental health
- encourages self-regulation
- practices restorative practice guideline questions

Responding to bullying, harassment, aggression and violence requires quality leadership and role modelling to facilitate strategy implementation and sustained change which is a whole-school community approach. This is consistent with the Catholic Education Western Australia's Pastoral Care Framework. The school's Pastoral Care practices, the school's Behaviour and Support Management procedure partners with parents and other support agencies and networks.

Bullying, harassment, aggression and violence may occur outside of the school. When these behaviours impact on a student's learning and behaviour in school, Holy Spirit school takes action to support the continued well-being of those involved.

When identified, 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.

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.

All parties to incidents of bullying, harassment, aggression and violence are entitled to appropriate support.

5 Objectives

- To actively counter bullying at Holy Spirit Primary School
- To raise awareness of bullying as an issue amongst staff, students and parents
- To provide strategies to resolve conflict and respect differences
- To create a school environment where all students, staff and parents feel safe and welcome
- To create a climate where it is okay to talk about bullying and to ask for help
- To promote positive mental health

6 Rights

At Holy Spirit Primary School:

- Every person has the right to feel safe. Any person who bullies another is denying them that right. This means we have to think about others (not just ourselves) in the classroom and in the playground. The right to feel safe means we have a responsibility to consider how we speak and act towards others. Bullying takes away a person's sense of security. The right to safety means bullying of any kind is unacceptable.
- Every person has the right to be treated with respect and fairness. This means we show respect to other people, and their property, in class and in the playground. The right to receive respect and fair treatment requires from us the responsibility to show manners and courtesy towards each other.
- Every person has the right to learn. This means we all have the responsibility to support the learning of others, to cooperate and to ensure that we do not adversely affect the learning of another student.
- It is everyone's responsibility to take the necessary steps to stop bullying behaviour. The school will act on any situation that undermines a person's right to feel safe, respected and where the ability to learn is compromised.

7 Responsibilities

At Holy Spirit School:

All Staff:

- Support, promote, enact, maintain and review the school's Bullying and Harassment Management procedure
- Be models of caring and tolerant behaviour
- Teach positive behaviours and Christian values in line with the school's Behaviour Management Policy
- Integrate the Protective Behaviours program into the daily life of the school as outlined in the Behaviour Management Policy
- Teach the Protective Behaviours program in all year levels
- Teach the Aussie Optimism program in all year levels
- Listen to reports of bullying and act upon these and inform the Principal
- Protect the victim from further harm
- Act to stop the behaviour recurring
- Record identified bullying incidents
- Be trained in Mandatory Reporting
- Ensure restorative practice principals are implemented to help improve and repair relationships between students

Students:

- Report any incident of bullying whether to themselves or others to a teacher or staff member and/or to their parents

Parents:

- Listen sympathetically to reports of bullying
- Speak to relevant school personnel but not with the alleged student/s or parent/s concerned
- Work with the school in seeking a permanent solution/ resolution
- Follow Holy Spirit's Code of Conduct and the Dealing with Bullying and Harassment Management Procedure

8 Actions

Ongoing Incidents:

- Refer to principal with documentation
- Staff member to complete the incident report
- Principal interviews students and contacts parents within two school days
- Counselling and conflict resolution
- Reflection time (written format)
- Social skills, problem-solving skills and ongoing support for student/s involved

Escalating or Extreme Incidents:

- Refer to principal with documentation
- Principal to interview students
- Principal to contact parents
- Options available at Principal's discretion
 - after school detention
 - withdrawal from class
 - suspension from school or in school (suspension to be followed by interview with student and parents before re-entry to school)
 - meeting with school psychologist or school support services, if required
 - exclusion (according to CEWA policy)

9 Forms

BULLYING AND HARRASSMENT INCIDENT REPORT

(to be filled out by a teacher)

Student Name:

Today's date:

Week

Term

Date of incident:

Recorder

PERSON reporting the incident is:

- The person being bullied
- Basketball court
- Involved but not main offender
- Parent
- Staff Member
- Under cover area
- Other

WHERE the incident is reported to have taken place:

- Classroom
- Bitumen
- Oval
- Junior Playground
- Toilets
- Other

WHEN the incident is reported to have taken place:

- Before school
- Recess
- Lunch
- Class
- After school
- Other

TYPE OF BULLYING involved:

Physical

- Hitting
- Punching
- Kicking
- Shoving
- Biting
- Scratching
- Spitting
- Pinching
- Tripping
- Damaging/stealing property
- Hiding/taking belongings
- Disrupting someone's game
- Throwing things at someone
- Other _____

Verbal

- Exclusion
- Put downs
- Sexist/Racist/Offensive remarks
- Name calling
- Teasing
- Insults
- Offensive language
- Threatening remarks
- Discriminatory remarks
- Lies or nasty stories
- Intimidation
- Other _____

Emotional

- Leaving others out
- Spreading rumours
- Excluding someone
- Stopping others from being someone's friend
- Ignoring someone
- Making fun of someone
- Using bullying behaviour
- Being a bystander to bullying behaviour
- Stopping someone from joining in
- Other _____

WHO was involved (those being bullied, those bullying, those bystanders or helpers)

DESCRIPTION OF WHAT HAPPENED (or is still happening)

FOLLOW UP ACTION:

Review with:

- The student who was bullied
- The student/s who bullied
- The bystanders

Outcome: The bullying

- Has stopped
- Is reduced
- Has been referred to the Leadership Team for further action

Important Note: This form is to be filed in the Register of 'Bullying Incidents.' File kept in the Principal's Office

BULLYING INCIDENT REPORT
(to be filled out by a teacher)

Date:

1 Student who has been reported as being bullied

Name

Year

2 Student/s who have been reported as bullying: (name and year levels)

(if more than one student is involved, please photocopy and file this form separately under each child's surname)

Name

Year

3 Name/s of the person/s who reported the bullying:

The student being bullied

Parent

Other student(s)

Teacher/s

4 Has there been previous notification of this situation?

Yes No

A bullying incident report has been completed and filed.

5 Description of the incidents according to: _____

6 Results of interview with Person Accused of Bullying:

7 Response of Witnesses/Bystanders:

8 Action Taken (consequences):

9 Record of interview with Parent (if required):

10 Follow up report – one week following: Date _____

11 Follow up report – one month (if required): Date _____

12 Has the matter been resolved?

Yes No

Signed _____ Date _____
Principal/Assistant Principal

Signed _____ Date _____
Parent/Student (if required)