ANTI-BULLYING POLICY
CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL
ST IVES

November 2015
PURPOSE
At Corpus Christi Catholic School, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we (students, staff and parents) all share a responsibility for preventing it.

This policy builds on the school’s Pastoral Care and Behaviour Management Policies to provide clear procedures and strategies to prevent, reduce and respond to bullying.

POLICY FRAMEWORK
Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice. In witnessing Christian values we reject ideas, beliefs and behaviours which marginalise or victimise people.

DEFINITION
Whilst there is no universally accepted definition of bullying, there is general consensus that bullying behaviour:

- is deliberate and often repeated
- intends to cause fear, distress, hurt or harm to another
- is action by a more powerful individual or group over a less powerful individual or group

Bullying takes many forms, all of which will cause distress. Examples of bullying include:

- **Physical**—hitting, pushing, tripping, kicking, spitting on others etc
- **Verbal**—teasing, using offensive names, ridiculing, spreading rumours etc
- **Non-Verbal**—writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures etc
- **Exclusion**—deliberately excluding others from group, refusing to sit next to someone etc
- **Extortion**—threatening to take someone’s possessions, food or money etc
- **Property**—stealing, hiding, damaging or destroying property etc
- **Cyber**—any form of bullying which is carried out through electronic means such as mobile phones, email, chat room, social networking, ‘SMS’, web page etc

HOW DO WE PREVENT BULLYING AT CORPUS CHRISTI CATHOLIC SCHOOL?
We believe based on research that prevention strategies through education that involve the whole school community (students, staff and parents) are more likely to reduce bullying. Therefore, at Corpus Christi Catholic School we recognise that we all share the responsibility to prevent bullying. The Catholic Worldview which represents the antithesis of bullying will be taught explicitly, continually modelled, clearly demonstrated and generously affirmed across all facets of school life.

At Corpus Catholic Christi School students are encouraged to:

- report the bullying incident to a teacher as soon as possible
- make it clear to their peers that bullying is not accepted
At Corpus Catholic Christi School, staffs are expected to:

- take action to stop the bullying when they observe an incident
- pass on information about any reported or observed bullying behaviours to the Principal / Assistant Principal for further action

Parents are encouraged to:

- listen to their child and encourage their child to speak to their teacher at school
- contact the school if they have a concern (eg Principal/Assistant Principal/ Classroom Teacher)

**Explicit teaching** of positive behaviours embedded within the curriculum addressing positive relationships, conflict resolution, resilience and bystander action

At Corpus Christi Catholic School we adopt the following strategies to prevent bullying:

- Positive Behaviour for Learning which sets out School Rules and behavioural expectations
- Explicit teaching of the weekly rule by the classroom teacher
- KidsMatter
- Peer Support Program: Peer Support Groups are formed each year to help establish friendship networks across all grades, this is time dedicated to explicit teaching of Social and Emotional Learning Skills.
- Buddy Program - students entering Kindergarten are allocated a Year 6 Buddy. The buddy takes special care of the younger children as they settle into school life. The buddies check up on the child during break times and are part of the support network for Kindergarten students.

**Regularly recognising and acknowledging students who demonstrate appropriate behaviours that promote and restore right relationships**

- Merit awards class teachers, librarian, music teacher, learning support and PE teacher – to present at least one merit award for academic achievement and learning
- PBL awards class teachers, librarian, music teacher, learning support, and PE teacher – to present merit award for demonstrating behavioural expectations
- Principal Award
- “Strength and Gentleness” given out weekly for student/s nominated by staff linked to Respect Self and Others, Respect Learning, Respect Environment. Teachers nominate students based on the qualities students present in their day to day involvement at school.
- Gotcha stickers given out by teachers to provide instant acknowledgement of appropriate behaviour to students.
- Each class teacher to develop their own systems of acknowledgement and reinforcement within their class Eg. extrinsic reward systems, bucket fillers, stickers
- Body language strategies – smile, gestures, nod, thumbs up, proximity etc
- Verbal acknowledgment – recognition of how behaviours effect other, single word utterances, praise, descriptive encouraging etc

**Classroom, playground and transition supervision guidelines**

- Teachers will actively supervise students at all times on the playground. Students must stay within boundaries at all times.
- Teachers should arrive promptly on duty and stay until the next teacher arrives or all the classes are picked up by their class teacher after the bell.
- Teachers should move vigilantly throughout their allocated area during their duty, avoiding extended conversations with staff & parents where possible.
- All teachers need to carry a first aid bag and two-way radio with them on duty. High Viz vests must be worn.
- Teachers should report any major playground incidents to the child’s teacher or the Principal, and complete appropriate reports in line with the CC Pastoral Care Policy.
- Teachers need to vigilant in supervising playground ‘hotspots’ – toilets, canteen area and handball in the quad, and the breeze-way near Room 8.
- Should teachers need to leave the classroom at any time they are to either contact a member of the leadership team or seek assistance from the teacher in the neighbouring classroom. The supervising teacher will supervise both classes within from the dividing doors ensuring a clear view of all students in both classes. The supervising teacher will exercise vigilance towards the children both classrooms.
- Shared supervision is usual supervision practice during wet weather and extreme hot weather conditions. Morning tea break is extended by 10 minutes on these occasions.

**Provision of safe and structured playground spaces and activities at break times**

**Quad**
- Children must walk sensibly on verandas at all times.
- Toilets areas are not place to play.
- No running at any time.
- Hand ball, played using small rubber balls or tennis balls, is allowed in the quad.
- Wall ball can be played at lunchtime with students being mindful of the safety of others. Students should be encouraged to keep all stairways, toilets and building entrances clear.
- When the field is closed due to weather conditions, the quad is used
- Students must remain inside the school gates during the school day unless accompanied by an adult.
- Children are encouraged to play safely

**Soccer Field**
- Students wait for the teacher-on-duty before moving onto the field.
- Students can take drink bottles on to the field but food must be consumed in the quad
- Students should keep balls away from windows
- Students are to stay well away from external air-conditioning units
- Soccer balls and rugby balls can be used on the field.
- The decking is for passive games.

**Top Field/Basketball Court**
- The top field and basketball court are only open when an additional teacher is on duty in that area.

**Chatterbox/Library/Choir**
- Supervised by a teacher, a teacher’s aide may assist and provide additional supervision.
PROCEDURES FOR INVESTIGATING BULLYING AND FOLLOW UP

In discerning appropriate responses to bullying, school leaders need to balance the collective welfare of the school community with the individual needs of the student.

- All initial cases of bullying will be dealt with by the respective classroom teacher who will keep the Assistant Principal/Principal informed.

- Preliminary interview(s) will be conducted to ascertain the specific nature of the bullying and its effect on the victim, in an attempt to develop mutual empathy. These interviews should be with individuals initially (ie student being bullied, students witnessing bullying, student engaging in bullying behaviour, staff etc).

- The initial interviews should focus on the safety of individuals. This should include:
  - a clear statement on the consequences if the bullying continues or if there are any reprisals as a result of the reporting of the incident.
  - immediate preventative actions that will be implemented to avoid further incidents.

- Decisions will be made as to the level of severity of the incident and whether the parents of those involved need to be informed. In the event of any physical (hands on) interaction, parents will be called.

- Follow up interviews should focus on appropriate strategies to assist and support all involved within a Behaviour Support Plan. This Plan will specifically identify the inappropriate behaviours, name the replacement behaviours, outline strategies to support the replacement behaviours and reinforcers (both negative and positive) when behaviours occur. Staff will be briefed about ongoing supervision of students involved and communication to Principal/Assistant Principal and classroom teacher.

- A record of the all interviews should be kept.

- Regular monitoring and follow up with the students involved is necessary. (for example daily, prior to and after break times etc)

- Review of the Behaviour Support Plan will take place to modify strategies and supports.

- Any further recurrence of bullying may result in an issue of warning re suspension and could lead to the implementation of suspension procedures and, if necessary, removal of the student from the school through:
  - Suspension pending negotiated transfer,
  - Negotiated transfer or
  - Expulsion

HOW DO WE RESPOND TO BULLYING AT CORPUS CHRISTI CATHOLIC SCHOOL?

Bullying is viewed as a major breach of the school rules and behavioural expectations and therefore follow up action will align with the CC Behaviour Management and Student Discipline Policy and CC Pastoral Care Policy.
Any reports of bullying will be investigated and appropriate action will be taken promptly. The response to bullying will include:

1. Following the *Remind, Reteach, Redirect* process as outlined in the PBL Policy

2. Guidance and other support for the recipient of the bullying, including
   - Re-skilling and re-teaching of strategies
   - Highlighting TLC students to staff
   - Teacher-led resilience and social skills programs
   - School based counselling
   - Conflict management skill programs
   - Social networking

3. Guidance and support for ‘bystanders’, ‘supporters’ and witnesses of the bullying, including
   - Intervention strategies
   - Whole school Peer Support program
   - SEL skills

4. Age appropriate and consistent sanctions for the student who bullied (Consistent with CC Behaviour Management and Student Discipline Policy and CC Pastoral Care Policy)

5. Interventions and support for the student who bullied including
   - Development of a Behaviour Support Plan with the support of the Learning Support Teacher and CSO Behaviour Management consultants where necessary.
   - Re-skilling and re-teaching of strategies and replacement behaviours
   - Highlighting TLC students to staff
   - Teacher-led resilience and social skills programs
   - School based counselling
   - Conflict management skill programs
   - Social networking
   - SEL skills

6. Informing parents as stated in the policy and involving them in any action and follow up

**SUPPORT DOCUMENTS**
The Catholic Schools Office will provide materials, professional development and support services to assist school communities with development and implementation of anti-bullying policies and procedures.

**RELATED LEGISLATION, POLICIES AND GUIDELINES**
- Telecommunications Act 1991 (Comm.)
- Anti-Discrimination Act 1977 (NSW)
- *Children (Criminal Proceedings) Act 1987*(NSW)
- *Young Offenders Act 1997* (NSW)
- *Children and Young Persons (Care and Protection) Act 1998* (NSW)
- Pastoral Care Policy for Diocesan Systemic Schools
- Anti-Harassment Policy for Diocesan Systemic Schools
- Work Health and Safety Policy for Diocesan Systemic Schools
- Acceptable Use Policy for Internet/Intranet and Network Services for Diocesan Systemic Schools
POLICY REVIEW
This policy will be reviewed not less frequently than once every three years.

POLICY DATES
This policy was written in consultation with Corpus Christi teaching staff.

Written: June 2010
Effective: June 2010
Reviewed: November 2015
Date of next review: November 2018
Principal’s Signature: