



Sacred Heart Primary School

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Anti-Bullying Policy (Student)  
2018

***Jesus said, "Let the little children come to me, and do not hinder them,  
for the kingdom of heaven belongs to such as these."  
Matthew 19:14***

### **Commitment Statement:**

The Catholic Education Commission of Victoria Ltd (CECV) holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of Catholic education. This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel. The CECV has a universal expectation for the protection of children. It is resolutely committed to ensuring that all those engaged in Catholic education in Victoria promote the inherent dignity of children and young people and their fundamental right to be respected and nurtured in a safe school environment. (CECV Commitment Statement to Child Safety 2016).

### **Policy Statement:**

Sacred Heart Primary School will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in the school environment. We will not allow cases of bullying to remain unaddressed, but will act in a manner which will support the victim and appropriately address the cause of the inappropriate action.

***"In partnership with families and the wider community, we embrace and celebrate diversity and build positive relationships." (Sacred Heart Vision Statement)***

Along with these rights, we recognize that each individual has responsibilities to ensure their choices, decisions and behaviours allow others to have their rights supported.

For example:

<b>Right</b>	<b>Responsibility</b>
<ul style="list-style-type: none"><li>• To be heard and have your opinion respected</li></ul>	<ul style="list-style-type: none"><li>• Listen to others opinions thoughtfully and respectfully</li></ul>
<ul style="list-style-type: none"><li>• Work in a quiet place</li></ul>	<ul style="list-style-type: none"><li>• Work quietly and not disturb others</li></ul>
<ul style="list-style-type: none"><li>• Work in a clean room</li></ul>	<ul style="list-style-type: none"><li>• Keep the room clean and pick up after yourself</li></ul>

***BULLYING IS NOT ACCEPTABLE***

## Aims:

- To provide clear definitions of what is and what is not bullying and harassment.
- To reinforce within the school community that no form of bullying or harassment is acceptable.
- To provide clear advice on the roles and responsibilities of the whole school community, including students, parents, caregivers and teachers for preventing and responding to bullying behaviour.
- To provide clear procedures for everyone to report incidents of bullying to the school.
- To ensure that all reported incidents of bullying are followed up and that relevant support is given to any person who has been affected by, engaged in or witnessed bullying behaviour.
- To seek the support and cooperation of the whole school community at all times.

## Definition:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. (National definition of bullying for Australian Schools)

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

## **Types of Bullying Behaviour:**

There are some specific types of bullying behaviour:

- *Verbal or written abuse*: such as for example targeted name calling, jokes, displaying offensive posters etc;
- *Violence*: such as for example hitting, kicking, pinching etc. including threats of violence;
- *Sexual harassment*: unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation;
- *Homophobia and other hostile behaviour*: towards others relating to gender and sexuality;
- *Discrimination including racial discrimination*: treating people differently because of their identity;
- *Cyberbullying*: either online or via mobile phone;
- *Social rejection*: deliberate and repeated isolating of others.

## **What is not bullying?**

There are also some behaviours, which, although they might be unpleasant or distressing, are not considered bullying:

- *Mutual conflict*: which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- *Single episode acts of nastiness or physical aggression*: aggression directed towards many different people, is not bullying
- *Social rejection or dislike*: is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

However, these conflicts still need to be addressed and resolved.

## **Implementation:**

These strategies are designed to enhance the emotional and social health of all students. A whole school approach aims to strengthen student resilience through strategies that reduce vulnerability and increase coping skills. At Sacred Heart Primary School, we acknowledge that relevant and sequential professional development is an ongoing requirement for skilling teachers with the implementation of strategies.

School procedures for responding to a student who bullies or harasses others are set out below.

<p><b><u>STEP 1:</u></b></p> <p>If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:</p> <ul style="list-style-type: none"><li>• Stopping the bullying/restatement of rules and consequences.</li><li>• Restorative questioning - Restorative practices and Circle time in line with the Student Behaviour Management Policy and Berry Street Education Model.</li><li>• Private conference between teacher, students and member of leadership team (if necessary).</li><li>• If the student does not take control over his/her behaviour, a formal concern should be submitted to a member of the leadership team.</li><li>• Contact parents/carers to discuss incidents.</li></ul>	<p><b><u>STEP 2:</u></b></p> <p>If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Principal or relevant members of the leadership team. Here, the Principal or relevant members of the leadership team may:</p> <ul style="list-style-type: none"><li>• Meet with the student and parents to develop a behaviour contract.</li><li>• Provide discussion/mentoring of different social and emotional learning competencies including structured learning activities.</li><li>• Conduct a restorative conference separately with the student and the "target".</li></ul>
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<p><b><u>STEP 3:</u></b></p> <p>For students whose bullying or harassing behaviour is severe or resistant to change, an individual 'behaviour' plan should be developed in consultation with student, parents/carers, teachers, a member of the Leadership Team and relevant CEM personal.</p>	<p><b><u>STEP 4:</u></b></p> <p>Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing of the school students, will be referred to outside agencies for evaluation in conjunction with their parents. (Regional Manager CEM informed).</p>
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The policy will be displayed on the school website and included in enrolment pack information. Staff and classes will review the policy at the beginning of each year.

### Warning signs at home:

A parent may observe changes in their child's behaviour at home which they can report to the school. Their child may:

- have trouble getting out of bed
- not want to go to school
- change their method or route to school or become frightened of walking to school
- change their sleeping or eating patterns
- have frequent tears, anger, mood swings and anxiety
- have unexplained bruises, cuts and scratches
- have stomach aches or unexplained pain
- have missing or damaged belongings or clothes
- ask for extra pocket money or food
- arrive home hungry
- show an unwillingness to discuss, or secrecy about, their online communication.

### Resources:

There are also extensive resources and materials to support schools in countering bullying and antisocial behaviour. These include:

- [\*\*Bullying. No Way!\*\*](#) – website on Student Wellbeing Hub – information and resources for students, teachers and parents to assist them to create and maintain a safe and welcoming school environment
- [\*\*Resilient and Inclusive Classrooms\*\*](#) – a free self-paced professional learning module that provides evidence-based teaching practices to support teachers to create a positive classroom climate
- [\*\*Office of the eSafety Commissioner\*\*](#) – empowering young people to have safer, more positive online experiences and advice about reporting and managing eSafety issues

- [eSmart](#) – an initiative of the Alannah and Madeline Foundation that supports registered schools to promote the safe use of online technology in their community through workshop training, parent forums and access to curriculum materials
- [Bully Stoppers](#) – a website that aims to strengthen prevention and empower everyone to make a stand and help reduce incidents of bullying in all Victorian schools
- [Think U Know](#) – a partnership between Australian Federal Police and other law enforcement agencies, including Victoria Police, with advice for young people and parents and support for Safer Internet Day.

### Related Policy:

- Child Safety Policy
- Behaviour Management Policy

### Policy Review:

This policy will be reviewed in consultation with the Sacred Heart Primary School Advisory Board as part of an ongoing review cycle every two years, or earlier if required.

A review will be conducted at the commencement of each school year in line with the Staff Handbook.

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Authorised by:	Mark Tierney Principal