All Saints Catholic Primary School

Anti Bullying and Harassment Policy

Developed by: Staff and School Board

Note: All references to 'Staff members' include Administration Staff, Support Teachers, Teachers and Temporary Relieving Teachers.

Purpose

All Saints Catholic Primary School is committed to ensuring a safe environment exemplified by positive, respectful relationships for all members of the school community. All Saints will take all reasonable steps to minimize bullying or harassment ensuring all members of the school community are treated with dignity and respect.

Through the application of this policy, we at All Saints Catholic Primary School aim to:

- act in ways consistent with the Guiding Principles of our school. These principles identify our school as a place which witnesses' values exemplified by relationships based on respect and restorative justice through reconciliation

- respond to bullying and harassment in an informed, supportive and effective manner. This policy is focused on bullying & harassment between children. Should a situation arise where a child is bullied or harassed by an adult this will be referred to the Principal as outlined in the Positive Resolution Policy for Parents and Carers.

Underlying Principles:

We at All Saints Catholic Primary School believe that:

a) safety is a basic human right and a pre-requisite for a Catholic School to be able to carry out its mission to educate (SACCS Child Protection Policy 2011)

b) we are all created in the image of God

c) we all have the right to feel safe

d) we all have the right to learn and work in a safe environment

e) we all have the right to feel happy about who we are

f) we all have the responsibility to keep ourselves and others safe

g) we all have the responsibility to respect ourselves, others, and the property of others

h) we all have the responsibility to restore relationships when conflict or harm has occurred.

Defining Bullying

Bullying is defined as repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group. It may involve but is not the same as interpersonal conflict, rough play, violence or disagreement. With bullying there is always a power imbalance which makes the ill-treatment of a victim possible. The intention of bullying is to put the victim in distress.

Bullying can include a range of intentionally hurtful behaviours encompassing physically injurious actions such as hitting and kicking as well as verbal forms of harassment such as name-calling, and indirect means of hurting others. Examples of the latter include deliberately excluding people from groups, hiding their belongings and spreading malicious rumours. Cyberbullying involves using technology such as mobile phones and the Internet to bully or harass another person. In schools verbal harassment is the most commonly observed form of bullying; physical bullying the least. Although boys and girls may engage in all these behaviours, indirect bullying is more commonly found among girls; physical bullying among boys.

Bullying and life outcomes:

All Saints Catholic Primary School recognizes the fundamentally important role safe environments exemplified by respectful relationships play in nurturing children's ongoing development as learners and in enhancing their life outcomes.

Research however has demonstrated a strong association between school bullying and diminished life outcomes through the detrimental impact bullying has on children's health and wellbeing and on their capacity to learn. It is important to note that this is the case for both the perpetrators and victims of bullying. It has also been shown that children who bully tend to have a wide array of behavior and emotional problems and are more likely to do poorly in school. A significant number have been bullied themselves.

Defining Harassment

Harassment is defined as unwelcome and unsolicited behaviour that a reasonable person would consider to be offensive, intimidating, humiliating, or threatening because of a certain characteristic.

Harassment takes place as one or more people form a group tries to discriminate based on age, sex and race, colour of skin, religion or disability. A way to differentiate between bullying and harassment, is to remember that harassment is based on discrimination while bullying results from jealousy and insecurity.

Types of Bullying and Harassment might include:

Physical

- fighting, pushing, shoving, gestures
- stand-over tactics, gangs, picking on others.

Verbal

- name calling, put downs, pay outs
- offensive language
- slander (putting people down behind their back.)
- teasing, making fun of others
- saying nasty things about others
- threats to "get" others
- pressuring people to do things against their will.
- telling jokes or showing offensive reading matter or pictures
- making comments about another person's sexuality.

Sexual

- inappropriate sexual comments
- touching or brushing against someone after being asked to stop
- unwelcome staring, whistling, gesturing or making comments about someone's body, looks or clothing
- writing and distributing rude or unpleasant notes about someone
- telling jokes or showing offensive reading matter or pictures
- making comments about another person's sexuality.

Racial

- making degrading comments or gestures about another person's culture, background or language
- calling someone names because of their race
- telling jokes or showing offensive material
- deliberately excluding others because of their race.

Libel/Slander

- spreading rumours or stories about someone or their family
- writing anything offensive or untrue about someone or about groups to which they belong
- offensive notes or graffiti about others.

Cyberbullying (Text Messaging, SMS, Social Media)

- threatening, hurtful or offensive language
- put downs and/or pay outs
- teasing
- spreading rumours
- spreading unflattering pictures via mobile phones or the Internet.

In support of this policy:

The Principal will:

- ensure the school works collaboratively with the school community in implementing a comprehensive school-wide approach to bullying. This includes:
    - the development, implementation and periodic review of the school's policy and procedures
    - ensuring staff are trained and well-informed about how to respond to bullying and abide by the school's policy and procedures consistently and fairly
    - educating students about positive social behaviours and how to develop and sustain these
    - educating students about bullying and harassment, its negative impact on people and the responsibilities all members of the school community have in ensuring that it does not occur
- promote a safe and supportive school climate where all students are accepted
- ensure relationships of trust exist between the school and families
- model positive interpersonal relations when working with children, colleagues and parents/carers.

Staff will:

- model positive interpersonal relations when working with children, colleagues and families
- build relationships of trust with parents and carers
- ensure they are well-informed about and apply consistently and fairly the school's policy and procedures about bullying
- initiate action as required according to school policy and procedures when bullying and harassment is reported or they witness it occurring. This includes:
    - listening carefully to all children who bring bullying and harassment issues to their attention
    - investigating reports to determine what is happening, documenting and responding appropriately to findings
    - inform, seek advice and escalate to school leadership as necessary
    - notifying all parents/carers involved to discuss the situation and to determine a plan of action to help resolve bullying and harassment incidents
    - assisting children to develop strategies to manage bullying and harassment incidents. This includes seeking to restore working relationships between the children involved
    - provide feedback to all parties involved.

Parents/Carers will:

- work cooperatively with the school in dealing effectively with bullying and harassment issues in ways consistent with school policy
- watch for changes in their child's behaviour or disposition that may indicate signs of bullying eg reluctance to go to school; unexplained injuries; being extra hungry; changes in mood; disturbed sleep patterns; wanting lifts to and from school
- promptly communicate with the class teacher or school leadership if they become aware of any bullying and harassment incidents involving their child or other children
- support their child(ren) to develop strategies to effectively deal with bullying and harassment and to interact with others respectfully.

Children will:

- interact with others respectfully and adhere to the school's bullying and harassment policy
- Participate in and learn from teaching and learning programs about bullying and harassment
- Communicate to a responsible adult their concerns if they find themselves or others being bullied
- Develop and implement strategies to help them deal effectively with bullying and harassment
- Participate fully in a restorative process to restore the working relationship(s) with those they have hurt or those that have been hurt.

Supporting Documents

Policy for the Care, Wellbeing and Protection of Children & Young People - SACCS (2011)

Duty of Care Policy – SACCS (2020)

Duty of Care Procedures – SACCS (2020)

Positive Resolution Policy for Parent and Carers

Resources:

Bullying No Way Safe Australian Schools Together - https://bullyingnoway.gov.au/

Reducing Bullying in Schools - Dept of Education and Children's Services (2005)

Stop the Bullying: A Handbook for Schools (2003), Dr. Ken Rigby

Sign: _____   Date: _____
  (Principal)

Sign: _____   Date: _____
  (Chairperson on behalf of School Board)

Date to be reviewed: July 2025

Appendix 1

RESPONDING TO
BULLYING & HARASSMENT

1 RESPECT
- Listen carefully and sensitively to the report
- Investigate the situation to determine what's happened - Children directly involved, bystanders, staff, families (as necessary)
- Assess the risk or harm (frequency, intensity, type, and duration of bullying behaviour)

RESPOND
- Ensure the findings are documented to support any required follow up
- Depending on the nature and seriousness, conduct initial discussions with children
- Notify parents and/or carers to discuss the situation and to work together to develop a plan of action to address the issue
- For serious and ongoing issues, inform and seek advice from school leadership
- Assist children to develop strategies to manage bullying and harassment

2

3 RECONCILE
- Discuss and decide on restorative techniques - Shared Method of Concern, Support Group Method, Individual Behaviour Plans and/or Restorative Conversations
- Agree on the plan of action
- Reinforce positive behaviour
- Ensure all parties are kept informed of agreed plan
- Check in with all parties at predetermined intervals
- Offer additional support for those having difficulty adhering to agreed plan

BULLYING IS NOT ACCEPTABLE

Appendix 2

TEMPLATE FOR REPORTED BULLYING BEHAVIOUR

Date Recorded: _____

Reported by: _____

The Reporting Person was (please tick):

☐ Child who has been bullied

☐ Child who has observed

☐ Staff member

☐ Parent

☐ Other

What happened? (Include time, place, date, event)

_____

_____

_____

_____

_____

_____

Action Taken:

_____

_____

_____

_____

_____

_____

Parents of children involved notified by: ☐ Phone   ☐ Letter (to attach)

Signed: _____ Member of Leadership

Appendix 3

IF YOU ARE BEING BULLIED AT SCHOOL

1 STAY CALM AND LOOK CONFIDENT
Even if you don't feel this way, you can pretend.

2 SPEAK LOUDLY AND FIRMLY
Say to the person/people bullying you that you don't like what is happening and tell them to stop.

3 GET AWAY FROM THE SITUATION
Find some friends or go to a safe place.

4 DON'T BE MEAN BACK
It will not make bullying go away.

5 TELL AN ADULT ABOUT IT
Tell someone until you feel better. Keep telling someone until you feel safe.

ADULTS OFTEN DON'T KNOW YOU ARE BEING BULLIED UNTIL YOU TELL THEM!

BULLYING IS NOT ACCEPTABLE