**St Patrick’s Catholic Primary School**

**Anti Bullying Policy**

**2024**



|  |
| --- |
| **PURPOSE** |

These school Anti-bullying guidelines outline the processes for preventing and responding to student bullying in our school. They reflect the requirements of the CSBB Anti-Bullying Policy: Promoting Safety, Positive Behaviour and Social Inclusion. The school Anti-bullying guidelines will be implemented within the context of related CSBB policies/frameworks and school guidelines such as: Behaviour Support, Pastoral Care, Acceptable Use of Technology, Cyber safety and Complaints Handling.

At St Patrick’s Catholic School, we believe all students, their families and employees have the right to a safe and supportive learning environment. The dignity of the human person is inherent to the ministry of Catholic education and all members of the school community share the responsibility to teach, foster, promote and encourage positive student behaviour.

There are specific protections provided in law for every member of a school community to experience a safe and supportive school environment. In a Catholic community, there are also important expectations on each person to seek to maintain positive relationships with one another and to resolve conflict in a respectful and dignified manner. Bullying and cyber-bullying disregard the core values of our Catholic faith and are unacceptable.

|  |
| --- |
| **GUIDING PRINCIPLES** |

URPOS

* Each person is created in the image and likeness of God.
* The dignity of every member of the school community is respected.
* Bullying in any form is unacceptable behaviour at St Patrick’s Primary School.
* All partners in Catholic education share a joint responsibility to promote a safe and supportive learning environment, and to prevent and manage bullying behaviour.
* Effective record-keeping is a crucial and expected component of a school’s response to the issue of bullying.
* Where appropriate, schools should collaborate with outside agencies on matters concerning bullying, to the extent necessary and permitted by law to resolve the matter.
* Parents/caregivers have an integral role to play in the prevention and resolution of bullying matters, in a collaborative and respectful manner.

|  |
| --- |
| **POLICY FRAMEWORK** |

This policy is informed by CSBB Pastoral Care and Wellbeing Framework for Learning, the National Safe Schools Framework [NSSF, (2013)], and the Positive Behavioural Interventions and Support (PBIS) Framework.

**National Safe Schools Framework (NSSF)** [NSSF](https://files.eric.ed.gov/fulltext/ED590680.pdf)

* The NSSF provides guiding principles that emphasise student safety and wellbeing as a pre-requisite for optimising student engagement. It affirms the rights of all members of the school community to feel safe and be safe at school to optimise student learning and wellbeing.

**Positive Behavioural Interventions and Support (PBIS) Framework** -Preventing Bullying. [PBIS](https://www.pbis.org/topics/bullying-prevention)

* The PBIS framework for preventing bullying (also known as PBL), is based on a multitiered responsiveness-to-intervention approach to preventing bullying behaviour. This approach provides for variations in student responsiveness due to the variations in an individual’s risk and protective factors.

**Whole School Positive Behaviour Approaches**

* The most effective bullying interventions typically use whole-school positive behaviour approaches such as school-wide rules and consequences, teacher training, classroom curriculum focused on social and emotional learning (SEL), [SEL](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/) resolution training, counselling and partnerships with families. Teaching students the SEL skills (self-awareness, self-management, social awareness, relationships, and responsible decision-making) are foundational competencies that students need to prevent and respond to bullying.

|  |
| --- |
| **POLICY CONTENT** |

What is Bullying?

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful, and involves the misuse of power by an individual or group towards one or more persons. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, sexual orientation or practice of religion. Bullying of any form, or for any reason, can have long-term effects on those involved, including bystanders.

Cyber-bullying refers to bullying through information and communication technologies by an individual or group intended to harm others or undertaken recklessly without concern for its impact on others. Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, or in the workplace.

Bullying behaviour can be:

* **verbal,** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
* **physical,** eg hitting, punching, kicking, scratching, tripping, spitting
* **social**, eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
* **psychological,** eg spreading rumours, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of communication technology/mobile devices.

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

* children not getting along well
* a situation of mutual conflict such as, teasing or disagreement
* a single episode of hurtful words or actions, or random acts of aggression or intimidation.

(Adapted from: National Safe Schools Framework (2011) and DEC NSW Website)

**SCOPE:** St Patrick’s Catholic School Policy applies to the behaviour of students either as an individual or collectively, during school hours or at a school event. Where the school becomes aware of serious out-of-school hours bullying and cyber-bullying that is outside the scope of this policy, it should report the matter to parents/caregivers, the Police or other appropriate authority (such as the Internet Service Provider).

**Safe Environment and Duty of Care:** St Patrick’s school has a duty of care to take reasonable care for the safety and wellbeing of students while students are at school or are involved in a school activity. They need to be able to foresee possible harms that might arise and take reasonable preventative measures. A safe environment for students is one where the risk of harm is minimised and students feel safe. Harm relates not only to the dangers in the built environment but also to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification

[The NSW Education Standards Authority (NESA)].

|  |
| --- |
| **APPROACHES TO PREVENTING BULLYING BEHAVIOUR** |

Our school has a three-tiered approach to preventing bullying behaviour. This approach provides for differences in student responsiveness due to the variations in an individual’s risk and protective factors (i.e. self-management and social skill competence). It also includes a shared responsibility with staff, parents/caregivers and the wider community in working together to teach, foster, promote and encourage positive respectful behaviour.

Our three-tiered approach to preventing bullying behaviour includes:

* Prevention (Tier 1)
* Early Intervention (Tier 2)
* Specialised Intervention (Tier 3)

1. **PREVENTION (Tier 1)**

Tier I prevention programs are intended to support most students, and to identify students who require more specialised assistance (Tier II and Tier III). All students and staff are explicitly taught about behaving in a safe, respectful and responsible way. The emphasis is on educating students, staff and parents/caregivers about bullying prevention and management, and encouraging positive social skills, resilience and character traits.

**Whole School Positive Behaviour Approaches**

Our school uses a whole-school positive behaviour approach to prevent bullying such as; promoting a safe and supportive learning environment, PBL and consequences. Our PDH programs incorporate social and emotional learning (SEL). These teach students the social and emotional learning (SEL) skills (self-awareness, self-management, social awareness, relationships, and responsible decision-making) which provide essential foundational competencies that students need to prevent and to respond to bullying. Our PDH also covers conflict resolution and education around bullying behaviours.

**Our school prevention strategies include:**

* *promotion of the CSBB Anti-bullying Policy and school guidelines, including on the school website*
* *promotion of safe, positive school communities through the implementation of policies/frameworks such as, well being checks, behaviour support, <PBL,*
* *promotion of safe respectful learner messages in all aspects of school life through our PBL model: assemblies, newsletters and in classrooms*
* *professional development for staff*
* *parent and community education relating to bullying: policies and procedures*
* *provision of PDH programs that promote SEL skills such as resilience, assertiveness, conflict resolution, problem solving, ‘be an upstander not a bystander’ and Bullying No Way day*
* *classroom teachers clarify the school policy on bullying with students each year*
* *curriculum includes anti-bullying messages and strategies, embedded in KLAs, through wellbeing programs eg. PDHPE, Religious Education and pastoral care and/ and PBL lessons>*
* *Student Representative Council (SRC), peer support leaders promote “No Put Downs” and “Hands Off” messages*
* *Vigilant classroom, playground and transition supervision.*

**Curriculum strategies**

Prevention programs are delivered as part of the curriculum across KLAs and through pastoral care and wellbeing programs. Specifically, students learn about matters related to bullying in PDHPE from Years K-10, such as, positive respectful relationships, negative impacts of violence and aggression, effects on mental health, help seeking skills, resilience, the role of the upstander, conflict resolution, effective communication, cyber-safety, belonging and connectedness, risk and protective factors.

**Wellbeing strategies**

A range of anti-bullying initiatives are embedded into our wellbeing plan, such as:

* *Bully Upstander sessions with a focus on reporting bullying, and the importance of the upstander in stopping bullying*
* *Harmony Day develops intercultural understanding*
* *R U OK? Day emphasises the need for strong relationships and the importance of mental health and wellbeing*
* *Public recognition, awards and rewards for positive behaviour*
* *Peer Support*
* *SRC led initiatives*
* *Transition programs such as, Kindergarten and Year 6 to Year 7.*

**Consequences**

The management of bullying incidents will be in accordance with the CSBB Anti-bullying Policy, CSBB Behaviour Policy and St Patrick’s school Anti-bullying and Behaviour Policies. The consequences for behaviour violations around bullying should include some form of relationship restoration or remediation that helps students understand the incident and develop pro-social behaviour.

**The implementation of these guidelines is supervised by the <Principal, AP and includes***:*

* *Once identified, each bully, victim and witness, will be spoken with, and all incidents of bullying will be investigated and documented*
* *Both the bully and victim may be offered counselling, depending on the nature of the incident and person(s) involved*
* *Parents/caregivers should be contacted and consequences implemented, consistent with our school’s behaviour policy*
* *Counselling support*

***Consequences for students will be individually-based, and may involve:***

* + *Social skills support*
	+ *Reinforcement of positive behaviours*
	+ *Class/Year meetings*
	+ *Support structures eg. Check in Check Out, Mentor*
	+ *Ongoing monitoring of identified bullies and victim*
	+ *Rewards for positive behaviour*
	+ *Withdrawal of privileges*
	+ *Community service*
	+ *Space from class*
	+ *Space from playground*
	+ *School suspension*

1. **EARLY INTERVENTION (Tier 2)**

Early intervention is critical to responding effectively to bullying. Tier 2 students whose behaviours do not respond to Tier I supports are provided with additional preventative learning opportunities, including:

* *more targeted social skills instruction*
* *increased adult monitoring and positive attention*
* *specific and regular daily feedback on their behavioural progress*
* *additional academic supports if required.*

1. **SPEACIALISED INTERVENTION (Tier 3)**

Tier 3 students whose behaviours do not respond to Tier I and II supports are provided with intensive preventative strategies, including:

* *individualised academic and/or behaviour intervention planning*
* *more comprehensive, student-centered and case management/wrap-around processes*
* *Behaviour Plan*
* *school-family-community mental health supports as required*

|  |
| --- |
| **RESPONSE** |

Complaints concerning bullying must be responded to and investigated in a timely manner that respects the dignity and the privacy of those involved, whilst observing due process and procedural fairness(CSBB Complaints Handling Policy). When assessing an appropriate response to potentially criminal acts, or alleged acts, NSW Police advice must be sought.

Bullying may be reported:

* *In person by a student to a teacher or via email*
* *By a parent via phone, email, or in person*
* *By a teacher to another teacher such as, <the class teacher /year adviser/wellbeing leader/counsellor>.*

**Communication with parents/caregivers**

*The Principal, AP* will contact parents/caregivers as required in a timely manner. The communication will focus on what the school can do and what the family can do to support the child or young person.

**Incidents involving assault, threats, intimidation, or harassment**

Staff are to report these types of incidents to the *Principal, AP*. They will assess the situation where a decision will be made about the appropriate action to be taken. Reports will be made to the Police Youth Liaison Officer, Local Area Command and the CSBB as required.

|  |
| --- |
| **RECORD-KEEPING** |

Records of incidents of bullying and interventions are to be kept systematically at St Patrick’s. These incidents should be communicated to relevant staff, maintaining confidentiality as appropriate. St Patrick’s common place for storing Bullying related data is on COMPASS.

School incident data should be regularly analysed by the PBL Team to identify patterns, perpetrators and trends.

|  |
| --- |
| **RESPONSIBILITIES AND DELEGATIONS** |

**The Principal** **will ensure that:**

* The school has appropriate policies and guidelines, training and procedures in place to regulate a safe and supportive school environment and that these policies and procedures are regularly monitored.
* Regular opportunities are provided for all school staff to be trained to recognise and respond effectively to bullying. This training must include the key elements of digital citizenship and responsible use of ICT.
* Anti-bullying training and familiarisation with the school’s policy and procedures are to be addressed in new staff and student induction processes.
* School staff regularly review their processes for identifying and responding to bullying.
* Records of incidents of bullying are to be kept systematically by the school and regularly analysed to identify patterns and proactively support student wellbeing
* Students receive regular explicit instruction on the school’s policy and procedures dealing with incidents of bullying.
* Students are educated on respectful relationships and social and emotional skills that enhance students’ understanding of pro-social behaviour, bullying and its impact on self and others.
* Parents/caregivers will receive regular advice on the existence of related system policies and school guidelines/procedures for understanding bullying, dealing with incidents, and how they can access assistance.
* This Anti-Bullying Policy and school guidelines/procedures are available on the school website.

**The Staff School staff have a responsibility to:**

* Respect and support students
* Model and promote appropriate respectful behaviour
* Understand the school and system policies relating to bullying, behaviour, responsible use of technology and pastoral care
* Respond in a timely manner to incidents of bullying according to the school’s Anti-Bullying Guidelines
* Provide a safe and supportive learning environment.
* Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Students Students have a responsibility to:**

* Act appropriately, respecting individual differences and diversity
* Act as responsible digital citizens and responsible users of ICT
* Follow the school anti-bullying guidelines
* Act as a responsible ‘upstander’ rather than a bystander
* Report incidents of bullying
* Seek support if bullied and refrain from retaliating in any bullying incident.

**Parents/Caregivers Parent/carers have a responsibility to:**

* Treat all members of the school community with dignity and respect
* Be aware of the school anti-bullying guidelines.
* Support their children to understand bullying behaviour, to become responsible citizens and to develop responsible online behaviour
* Support their children in developing positive responses to incidents of bullying
* Report incidents of bullying according to the school anti-bullying guidelines
* Work collaboratively and calmly with the school to resolve incidents of bullying when they occur.

**CSBB Central Office CSBB Central Office has the responsibility to:**

* Support schools to implement the CSBB Anti Bullying Policy and school guidelines/procedures.
* Provide support to Principals in the management of bullying incidents

|  |
| --- |
| **RELATED LEGISLATION, POLICIES AND GUIDELINES** |

**Legislation**

* Human Rights and Equal Opportunity Commission Act 1986 (Comm) [Human Rights and Equal Opportunity](http://www.comlaw.gov.au/ComLaw/Management.nsf/current/bytitle/064F2AB4F18A2C66CA256F7100070C3E?OpenDocument&amp;mostrecent=1)
* 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)

**Relevant National and State Requirements**

* The National Safe Schools Framework: A whole-school approach to safety and wellbeing (2011) [NSSF](https://files.eric.ed.gov/fulltext/ED590680.pdf)
* The NESA Registration Systems and Member Non-Government Schools (NSW) Manual Includes, Requirement [NESSA Policies and Procedures index](https://www.nsw.gov.au/education-and-training/nesa/about/policies-and-procedures/index#regaccredsystemsmanuals)
* Children and Young Persons (Care and Protection) Act, 1998. [Children and Younf Persons Act 1998](https://www.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol_act/caypapa1998442/): Includes, Chapter 16A Exchange of Risk of Harm information
* Keep them Safe: A Shared Approach to Child Wellbeing, with reference to the Mandatory Reporting Guide, specifically, physical abuse and psychological harm.

[Targeted Earlier Intervention program](https://dcj.nsw.gov.au/service-providers/deliver-services-to-children-and-families/targeted-earlier-intervention-program.html)

* Education Act Part 5A i.e. Exchange of history of student violence information.

[Education Act](https://www.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol_act/ea1990104/)

* Catholic Education Commission, New South Wales Anti-bullying Policies: Action Requirements Memorandum ref: 249/10.

|  |
| --- |
| **POLICY REVIEW** |

Every 5 years.

|  |
| --- |
| **POLICY DATED**  |

May 2024.