



Trinity Primary School Student Welfare and Anti-Bullying Policy





Student Welfare and Anti-Bullying Policy

We hold as our highest priority the dignity of each individual within our community. The wellbeing of our School Community and organisation is key to our success and ability to achieve our goals. The affective wellbeing of our community stakeholders is closely linked to the behaviour of our students. Trinity prides itself on developing individuals who become effective and contributing citizens. Therefore the behaviour of each person, in particular our students, allows our professional organisation to achieve its goals with greater success.

***'so God created humankind in his image, in the image of God he created them.'* Gen 1:27**

At Trinity, developing self-discipline is a shared responsibility that enables the growth and development of all. The opportunity to enhance personal capacity and develop socially, emotionally, spirituality, cognitively, and physically is paramount to the success our students.

Vision

With Jesus at the core of our endeavours, we strive to educate the whole person, mind, body and spirit.

The Holy Trinity, Creator, Redeemer and Spirit help and inspire us in all that we do.

Mission

At Trinity Catholic School, our mission is to have Jesus at the heart of all we do, as we live every day by the Gospel values and nurture the growth of the individual.

Motto

Our motto is:

"Whatever you do, do well – to know, to love and to serve"

Through living our Vision, our Mission and our motto we;

- respect and uphold the dignity of the individual.
- provide a safe environment.
- promote active participation in the parish.
- provide quality education that prepares and challenges students for the future.
- regularly reflect and renew policies and practices.

Core Values

To Know, to love and to serve gives rise to the three core values of our community.

TO KNOW

We value knowledge of our God, our faith and our tradition and knowledge of the world.

TO LOVE

We value love of God, Jesus and Holy Spirit and love of humanity.

TO SERVE

We value service to God and service to humanity.

These three values make a strong connection to our tradition and our founding order, the Sisters of Mercy.



Rationale

Trinity Primary School bases all its decisions and actions on the Gospel values. The school motto is a key factor in all aspects of school life and permeates our relationships with each other. Trinity is a happy place: a warm and safe environment where shared beliefs and consistent expectations provide a framework for support to encourage each individual to grow and learn.

Trinity seeks to be a place of acceptance, affirmation and justice. We believe that bullying strikes at the very basis of these values and prevents students from reaching for excellence in every dimension of their lives. Students are entitled to receive their education free from humiliation, harassment, oppression and abuse.

The system of Positive Behaviours for Learning (PBL) complements the way we conduct our daily lives as people in a Catholic School.

DEFINITIONS

Student Behaviour Guidance implies that appropriate student behaviour is learned (EYLF, 2011), therefore it can be taught. Teachers understand that their pastoral care role of students supports the development of consistent and effective personal behaviour and the student's ongoing journey towards 'self-discipline'. Behaviour Management suggests that student behaviour must be managed externally with imposed 'discipline'. This ideal negates a student's ability to develop successfully without direct adult instruction and management.

In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing.

National Safe Schools Framework (revised 2011)

Student behaviour management policies and procedures in Catholic schools should seek to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

Based on Pastoral Care of Students in Catholic Schools Policy, CEOB, 2010 and Effective Schools Are Engaging School, Student Engagement Policy Guidelines, DEECD, 2009

Student Behaviour Guidance at St Trinity is been developed to homogenise the approaches and strategies our staff use to improve student behaviour, performance and achievement.

Principles

At Trinity Primary School we believe that:

1. Students, staff and parents in our school:
 - should feel valued
 - have a right to feel safe and happy
 - have a responsibility for the care of others.
2. All Students have a right to learn and all teachers have a right to teach.
3. All staff share responsibility for all students and in our interactions we are mindful of the value of each person.
4. Parents are the primary caregivers and the staff work to support them in the care of their children. Students are best supported when home and school work together. Parents are encouraged to make appointments to see teachers to discuss important issues.



5. Encouragement and affirmation support positive behaviour choices.
6. Clear and consistent expectations and consequences encourage individuals to take responsibility for their own behaviour.
7. We believe that the behaviour is unacceptable when it:
 - interferes with the rights of others
 - is dangerous to self, others or property
 - is inconsiderate or offensive.
8. When dealing with inappropriate behaviour we use logical consequences (where possible) rather than punishment. Trinity does not permit corporal punishment of students attending this school. Trinity does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons (including parents) to enforce discipline at this school.

Our mission as members of Trinity community is a commitment to the growth of all that are involved in the community. We achieve this growth and sense of community through accepting and supporting each other. This enables us to be witnesses of the values we hold as Christians.

PRAYER, ASSEMBLIES, LITURGIES AND MASSES

Morning Prayer and Celebrations are used to focus on the values we want our students to aspire to achieve in their own lives. In conjunction with the Religious Education Coordinator, our community addresses important life skills, attitude and values. It is the School's aim to foster Christian values to empower students to achieve enhanced behaviour.

Open House Assemblies further reinforce this value set, especially when God's Word is broken down into practical implications for students' to embrace and impart into their own life journey.

Our school realises the vital component masses and liturgies contribute to the culture of our community. Masses and liturgies allow us to experience the joy of Jesus' role in our lives. During these experiences we hear God's Word and learn to apply Jesus' love in all that we do.

The Focus of Behaviour Support at Trinity is contained in the statement of our 3 basic rules:

When I am Being Respectful, Responsible and Safe, I am being my best.

The achievement of these principles must take into account the related aspects of student pastoral care and management through:

1. **Preventative Action:** to prevent unnecessary disruptions.
2. **Corrective & Supportive Action:** to correct and support.

1. Preventative Action

- At the commencement of the year teachers and students work together to construct **CLASS EXPECTATIONS** and a list of age-appropriate **CLASS RULES** and consequences based on the principles listed above. These are displayed in the classroom, communicated to parents and referred to during the year.
- Weekly or fortnightly whole school rule focus and explicit teaching is established incorporating School Rules:
 - Being safe
 - Being responsible
 - Being respectful



- Conducting regular **CLASSROOM MEETINGS**, especially Years 2 to 6.
- In Kindergarten to Year 6, students become familiar with the '**Bounce Back**' program, which provides a framework for students to manage their behaviour in difficult situations.
- Teachers establish within their classrooms an area for '**TIME OUT**' for students who are having difficulty managing their own behaviour.
- Teachers establish:
 - clear expectations about work, tasks etc based on whole school agreed practice;
 - common language;
 - a well planned and attractive classroom (seating movement capability), access to equipment, clearly labelled cupboards etc;
 - teaching programs that cater for the needs of all students;
 - the use of positive reinforcement and acknowledgement of on task behaviour; and
 - a positive classroom tone.

In the event of an issue occurring, teachers will ensure they provide the opportunity for the student involved in the incident to state their case to ensure that all parties are given a fair hearing.

2. Corrective & Supportive Action

- **Step 1- 2 Warnings**

- **Step 2: Final warning**

- **Step 3: Time Out in Class**

Student moved to designated area within class for a period of time at the discretion of the teacher. Teacher records this in the class behaviour book. Student is given an appropriate consequence.

- **Step 4 – Time Out of Class for Thinking**

Student asked to leave the classroom and move to another classroom. (Students must be accompanied to the time-out class by another responsible class member to ensure the student being removed arrives promptly). On returning to class the teacher will discuss the issue using Restorative Justice Conference Questions, (refer to page 4). (The length of time the student will be out of class is at teacher discretion but should be no more than 15 minutes). The student is given an appropriate consequence. If a student has been sent out regularly and the behaviour is continuing, a Behaviour Contract needs to be established at a parent meeting.

- In the case where students are unable to calm down or in the event of serious or dangerous behaviours that require immediate intervention, a behaviour **Referral (GREEN) card** is sent with a student to alert a leadership staff member to come to the room.

Frequent occurrence of the exit procedure for the one particular child would result in the following:

- Phone call to parent/carer for interview. (Record interview)
- Meeting with a leadership team member, teacher, parent and student to discuss behaviour and suitable problem solving strategies.
- Safety and Behaviour Modification Plans- developed by class teacher, student, parents/carers, and leadership team member.

- **Step 5- Time Out with an Executive Team Member**

The student will be placed with a supervising member of the Executive Team. A 'Reflection Sheet' will be completed during this time and once completed, it will be placed in the student's file. Students may also be removed from their peers at recess and lunch.



- **Step 6–In-School Suspension**

In-school suspension requires the student to be placed, for a nominated period of time, under supervision by the Principal or a delegated member of the Executive Team. The duration will be determined by the Principal/Assistant Principal. Students are also removed from their peers at recess and lunch and prohibited from going to the canteen. Parents contacted by Principal/Assistant Principal and will be requested to attend an interview for a re-entry to class.

- **Step 7 - Suspension**

The Suspension procedure, as outlined in the CEO Policy and Procedures Manual- (www.ceo.cg.catholic.edu.au) means that a student is required to leave Trinity Primary School for a specified period of time and that the student's return is subject to a re-entry meeting. Parents of the suspended student are to be made aware orally and in writing by the Principal and a record will be kept in the student's file and sent to the CEO. The duration will be determined by the Principal/Assistant Principal and the CEO notified.

When a student returns to school following a period of suspension, the school will provide appropriate support and developmental programs, which will enable the student to re-establish his/her reputation in a positive sense and resume normal activities as a full member of the school community. This will take the form of a re-entry interview where the Principal or Assistant Principal set out the expectations of the return to school to both the student and his/her parents. The school staff, the student and the parents all have responsibilities to assist with the child's return to the class.

TEACHER EXPECTATIONS WHILE EVALUATING STUDENT BEHAVIOUR AND DEVELOPING INDIVIDUALISED PLANS

- Identify the behaviour
- Assess the behaviour
- Identify long-term goals/short term objectives
- Identify alternative behaviour that is considered more acceptable
- Develop an individualised plan with the Catholic Ethos and School Vision/Mission at its core.
- Ensure goals for student match the child's capability: equal to ability, age, and developmental stage
- Ensure plan is realistic (and that resources are available- including personnel, financial, administrative)
- Plan development occurs with consultation within staff/pertinent family members/community stakeholders.
- Considers student's family/cultural norms in response to student's behaviour
- Identify external agencies and resources that could be acquired to assist in maintaining behaviour guidance plans.

- **Step 8 – Exclusion**

The policies related to the discipline of students, including but not limited to the suspension, transfer and exclusion of students are based on procedural fairness and are in accordance with the ACT Education Act 2004 and CEO policy requirements. The exclusion procedure, as outlined in the CEO Policy and Procedures Manual- (www.ceo.cg.catholic.edu.au) will be used if all previous means are unsuccessful.

**MAJOR BREACHES TO THE SCHOOL RULES
THAT REQUIRE IMMEDIATE DISCIPLINARY ACTION**

| | |
|--|---|
| <ul style="list-style-type: none"> • Intentional physical violence • Intentional harassment/bullying • Rudeness and aggression towards others • Cyber bullying using school IT • Leaving school grounds during school day • Aggressive and threatening behaviour | <ul style="list-style-type: none"> • Deliberate defiance • Theft • Deliberate destruction of property (personal/school vandalism) • Swearing at someone |
|--|---|

Consequences for Major Behaviours

- Community service
- Behaviour Contract established if behaviour is continuing in the classroom and/or playground
- Serious issues or when in doubt –refer issues to Principal or Assistant Principal along with an incident report
- ‘Time Out’
- Loss of privilege e.g. exclusion from camp, loss of leadership badge, end of year day, carnivals, excursions, discos, internet privilege
- In-school suspension
- Out of school suspension

Major breaches require an incident report to be completed and a copy given to the Principal/Assistant Principal and to the class teacher. A copy is put in the student office file by the Principal/Assistant Principal who will determine the consequence depending on the severity of the situation.



Minor breaches require notification slips and depending on the situation-contact made with parents.

| MINOR BREACHES TO THE SCHOOL RULES OUTSIDE | MINOR BREACHES TO THE SCHOOL RULES INSIDE |
|---|---|
| <ul style="list-style-type: none"> • ‘Hands on’ • Running on the concrete • Out of bounds-to retrieve a ball without permission • No hat • Dropping a paper • Swearing to self (slip out) • Late to line • General line up hassles e.g. ‘hands on’ • Mistreating/non return of sports equipment • Rough play • Lack of responsibility for own belongings | <ul style="list-style-type: none"> • Non-compliance with instructions • Calling out • Mistreating property • Running inside • Leaving room without permission • Being disruptive (annoying others) (invading personal space) • ‘Off task’ behaviour • ‘Hands on’ • Lack of responsibility for own belongings |

If at any time you are unsure of which action to take - consult a member of the Leadership Team. Documentation of incidents and communication with parents is essential in order to obtain a solution and change of behaviour/s.



Consequences for Minor Behaviours

- First offence-warning/reminder of rule
- Second offence-warning with caution-reminder of consequence
- Third offence-no reminder-consequence

| Outside | Inside |
|--|--|
| <ul style="list-style-type: none">• Sitting on seat• Picking up papers• Walking with a teacher• Play somewhere else | <ul style="list-style-type: none">• Sitting at a desk• 'Time out' desk• Thinking chair• Sad face/happy face• Missing out on something• Positive affirmations for good children• Ignore behaviour• Points system |

Strategies for Consideration

- Buddy class for a break-consequence for removal, take work, seat for ½ session, walk with the teacher
- Contact parents-phone call-'casual at door'
- Discuss/share with coordinator
- Meeting with parents
- Send to Principal/Assistant Principal

Restorative Justice

At Trinity Primary School we have adopted the Restorative Justice process to complement the **Broken Bay** program. This process allows teachers and students to focus on the harm caused by actions rather than on individuals. The process offers the opportunity for the person harmed to tell their story and have questions answered and for offenders to take responsibility for their actions and offer to make amends.

Conference Questions

- What happened?
- What were you thinking about at the time?
- Who has been harmed?
- What can we do to make it right?
- What can be done to make sure this doesn't happen again?

Teachers guide students towards an agreed solution.

POLICY ADMINISTRATION

This *Policy* will be reviewed alongside the *School Core Document*, and in the event of any information or incident that indicates the need for a review, and following relevant legislative or organisational change.

POLICY SUPPORT INITIATIVES

- Assemblies
- Anti-Bullying (Policy)
- Bounce Back
- Canteen- Student nutrition, Healthy Canteen Menu, Healthy Canteen Accreditation
- Catholic Care Counsellor (Regionally Accredited)
- Class Meetings



- Co-curricula Activities
- Conflict Resolution
- Excursions
- Extra-Curricula Activities
- Kids Matter (Nationally Accredited)
- Learning Support (school specific)
- Liturgies
- Making Jesus Real
- Masses
- Newsletters
- Parent Volunteers
- Peer Support
- Prayer
- Restorative Practices
- School Camps
- School Community Council
- School website
- Seasons for Growth
- Senior First Aid- CPR, Asthma, Anaphylaxis
- Sporting Representative opportunities
- Student Assistants
- Student Leadership Opportunities
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PROGRAMS TO SUPPORT POLICY

KidsMatter

Early Years Learning Framework

Preventative Strategies/Programs

RELATED POLICES AND PROCEDURES

1. **Anti-Bullying Policy**
2. **Child Protection**
3. **CEO exclusion, expulsion and transfer of students**
4. **CEO Legal responsibilities and authority**
5. **CEO Restraint of students**
6. **CEO Suspension of Students**

ANTI-BULLYING

RATIONALE

Trinity seeks to be a place of acceptance, affirmation and justice. We believe that bullying strikes at the very basis of these values and prevents students from reaching for excellence in every dimension of their lives. Students are entitled to receive their education free from humiliation, harassment, oppression and abuse. The Behaviour Support complements the way we conduct our daily lives as people in a Catholic School.

Bullying affects everyone, not just the bullies and the victims. It also affects those other people who may witness violence, intimidation and the distress of the victim. The latter may especially affect family relationships. Bullying can also damage the atmosphere of a class and even the climate of a school.



Trinity School Community therefore does not tolerate bullying or harassment.

In accordance with these beliefs, we at Trinity Primary School do not tolerate;

- bullying of any child by another child or a group of students
- bullying of any adult by another adult
- or a child by an adult or an adult by a child.

We have shifted from a punitive approach to a more collaborative and supportive restorative approach to the victim and the perpetrator.

PURPOSE

The Trinity Primary School Anti Bullying Policy is intended to:

- develop positive relationships
- provide a safe, happy and positive learning environment for the students, families and staff
- create a supportive climate for victims and bullies
- provide a basis for working with the bully to modify future behaviour
- develop strategies for enhancing relationships
- create an atmosphere of equity

**‘We all have a right to feel safe all the time.
Nothing is so bad that we cannot tell someone about it.’
(Protective Behaviours Program)**

DEFINITION

BULLYING IS:

- A repeated and unjustifiable behaviour;
- Intended to cause fear, distress and/or harm to another;
- Physical, verbal or indirect;
- Conducted by a more powerful individual or group;
- Against a less powerful individual or group who is unable to effectively resist.

‘EVERYBODY HAS THE RIGHT TO FEEL SAFE AT OUR SCHOOL’

CREATING A SUPPORTIVE AND CARING ENVIRONMENT - A WHOLE SCHOOL APPROACH

Research has shown that a reduction in school violence and bullying occurs when a whole school approach is adopted. A whole school approach provides a prepared and supportive foundation so the challenges can be more effectively met. It encompasses both prevention and response. With adequate prevention strategies in place the need for intervention is often reduced.

Prevention

Teachers, parents and students themselves can all take actions that assist in preventing or ‘heading off’ potential incidents of bullying.

STAFF WILL:

- Model appropriate behaviours at all times
- be available, listen and respond despite demands of the day
- treat information seriously and with respect



- ensure confidentiality for victims, bullies, adults and families
- ensure follow-up
- adopt positive classroom management strategies and include anti-bullying messages in the curriculum
- be positive role models
- observe early warning signs of distress
- Openly talk about bullying - what it is, how it affects us and what we can do about it.
- Teach our children the skills that will build their self-esteem and empower them to take the responsibility for themselves - and give them the opportunity to practise these skills
- Keep parents informed on the school website and in the newsletters about types of bullying and how it should be managed
- Deal with all reported and observed incidences of bullying as set out in this policy
- Ensure that children are supervised at all times
- Report incidences of bullying to the Principal/Assistant Principal
- Inform parents/children of policy

THE IMPORTANT ROLE OF FAMILIES

As parents:

- Model appropriate behaviours at all times
- be positive role models
- be aware of the signs of distress in your child, e.g. unwillingness to attend school, a pattern of illness, missing equipment, requesting extra money, damaged equipment or clothing (Refer Appendix A)
- take an active interest in your child's social life and acquaintances
- do not deal directly with the other children or their parents but work through the school
- assist your child to discuss any incidences of bullying with a teacher. If possible, allow your child to report and deal with the situation. Your child can gain respect and confidence through taking the initiative and dealing with the problem without direct parental involvement
- discourage any planned retaliation, either physical or verbal, if your child is being bullied, by discussing positive strategies they can use
- be positive about your child's qualities and encourage your child to be tolerant and caring
- be willing to attend interviews if your child is involved in an incident of bullying, and work cooperatively with the school
- be willing to inform the school of any incidences of suspected bullying even if your child is not involved or affected
- maintain confidentiality with your child, the bully and adults involved
- discuss the school's expectation about behaviour and how best to deal with bullying

STUDENTS

| | |
|--|---|
| <p>If it happens to you:</p> <ul style="list-style-type: none"> • tell the student who is bullying to stop • SPEAK OUT - you do not have to put up with this • talk about it to someone you trust • report it to a member of staff or a trustworthy friend • talk it over openly with your parents – they can help you make decisions • do NOT retaliate with physical or verbal abuse • tell your parents and walk with a friend or sit with a friend on the bus, if you are experiencing bullying on the way to or from school, | <p>If it happens to someone else:</p> <ul style="list-style-type: none"> • tell the person who is bullying to stop • don't be a passive bystander -seek help encourage the person to remove themselves for personal safety • SPEAK UP- sometimes all it takes is one other person to say "Stop". • encourage the person being bullied to inform someone • be a friend to the person being bullied • seek help. You can decide to do something about it and help to protect others • write a description of the event and give it to your |
|--|---|



| | |
|--|---------|
| <ul style="list-style-type: none">• write a description of the event and give it to your teacher• remove yourself for personal safety | teacher |
|--|---------|

Students are encouraged to manage themselves and their relationships. Therefore they require opportunities to practise and develop skills that enhance resilience, negotiation, conflict resolution, problem solving, communication and seeking help. They are actively encouraged to practise the following behaviours:

- Fogging – best used when being teased or put down (Refer Appendix B)
- Robotic Voice – best used when being harassed (Refer Appendix B)
- 'I' Statements – useful to show feelings towards bullies (Refer Appendix B)
- Avoiding places where bullying might take place
- Seeking out friends
- Being assertive
- Using a really strong, loud voice
- Being confident
- Putting on a brave front
- Discussing issue with a teacher
- Talking to friends
- Talking to parents or carers

If a bully does not have a supportive audience, often he/she either will not proceed with his/her plan or will be swayed by the actions of the bystanders. All students need to be trained to recognise a bullying act and to immediately get assistance for the victim. Their actions may involve;

- warning the potential victim of an impending bullying incident,
- staying with the potential victim,
- verbally supporting the potential victim, and
- leaving the incident to find an adult.

The school welcomes families to discuss bullying incidences with teachers. Please ensure the discussion is in a calm manner and at an appropriate time, i.e. not in front of students, at morning assembly, etc

Students who bully will:

- be counselled by the classroom teacher or teacher on duty at the time of the incident. The student will be given the opportunity to resolve the situation and discuss the issue with the victim
- be referred to a member of the Leadership Team

Consequences may include:

- Time out from play
- letter home to parents/ parent interview
- loss of privileges
- suspension

Hitting, kicking, fighting and verbal abuse are breaches of the School Behaviour Management Policy and may involve an immediate consequence.

At Trinity we emphasise the positive and encourage right relationships among students through participation in the following activities:



- Religious Education lessons
- Bounce Back
- Values Education
- Liturgies/Masses
- Observing early warning signs of distress
- Social skills teaching
- Health and Physical Education Curriculum including 'BrokenBay'
- Life Education lessons
- Seasons for Growth
- Rule Reminders/Role playing situations
- Behaviour Support Process
- Increased staff awareness of potential 'trouble spots'
- Extra supervision if required
- Contact with parents/carers
- Behaviour modification plans eg communication books
- Access to the counsellor
- Empowering all students (often the bystanders) to prevent bullying behaviours occurring
- Whole school focus
- Open House Assemblies
- Individuals counselled/supported

Restorative Justice Process is applied and conference questions asked.

Follow up meetings

These are to establish how well each student has achieved the aim agreed in the first meeting. If the bullying has not stopped, continue to work with the students individually in finding a solution. If the bullying has stopped, the students are congratulated on their efforts. A time and place is then set for the group meeting.

Group meeting

Remind students of how successful they have been in improving the situation. Ask for suggestions of how this change can be maintained over time. Encourage the students to identify what they will do if the bullying re-occurs. Discuss the idea of co-existing peacefully without necessarily being friends – respecting one another.

Bullying can be a complicated problem, which takes time and patience to resolve properly. Using this approach, we are committed to the safety and well-being of all students.

TYPES OF BULLYING:

| Physical | Non-Physical | Non-Verbal |
|----------|--|--|
| Hitting | Mean and hurtful name calling | Threatening and/or obscene gestures |
| Slapping | Hurtful teasing | Deliberate exclusion from a group or activity |
| Punching | Demanding money or possessions | Removing and hiding and/or damaging others' belongings |
| Kicking | Forcing another to do homework or commit offences such as stealing | Graffiti |



| | | |
|--|--|--|
| Pushing | Spreading rumours | |
| Strangling | Trying to get other students to dislike another | |
| Pinching | Cyber bullying-SMS, Emails, chat rooms | |
| Scratching | Misuse of camera phones | |
| Throwing things, e.g. stones | Making fun of someone because of their appearance, physical characteristics or cultural background | |
| Getting another person to harm someone | | |

WORKING TOGETHER, TRINITY PRIMARY SCHOOL COMMUNITY CAN BREAK THE BULLYING CYCLE!

SUPPORT NETWORK

Referral to Specialist Agencies:

- School counsellor
- Catholic Education Office Special Needs Unit
- Department of Community Services
- Community Health (Council)
- Child Development and Health Unit, Goulburn.

REFERENCES

NSW Board of Studies. Registration Systems and Member Non-government Schools (NSW) Manual, section 5.7.

| POLICY DATES | | | |
|-----------------------------|------|------------------|------|
| <i>Formulated</i> | 2008 | <i>Adopted</i> | |
| <i>Implemented</i> | 2008 | <i>Reviewed</i> | 2015 |
| <i>Next Review Due</i> | 2018 | | |
| POLICY AUTHORISATION | | | |
| <i>Principal</i> | | <i>Signature</i> | |



Related Documents

- Child Protection Policies CEO
- Complaints Policy CEO
- Pastoral Care Policy CEO
- Supervision of Students Policy CEO
- Discipline Policy CEO
- Restraint of Students Policy CEO
- Sexual Harassment Policy CEO
- Suspension of Students Policy CEO
- Exclusion or Expulsion Policy CEO
- Legal Responsibilities and Authority CEO

CEO Policies

<http://www.ceo.cg.catholic.edu.au/policies/discipline.htm>

<http://www.ceo.cg.catholic.edu.au/policies/exclusion.htm>

<http://www.ceo.cg.catholic.edu.au/policies/restraint.htm>

<http://www.ceo.cg.catholic.edu.au/policies/suspension.htm>



APPENDIX A

POSSIBLE SIGNS OF BULLYING

A student who is being bullied may show signs of the following behaviours:

- Be unwilling to attend school
- Feel ill in the mornings
- Begin performing poorly at school
- Come home hungry
- Become withdrawn, lack confidence
- Become distressed and anxious, stop eating
- Have nightmares
- Have their possessions go missing
- Ask for money
- Refuse to say what's wrong
- Become more aggressive and unreasonable.

APPENDIX B

SOME ANTI BULLYING STRATEGIES

Fogging - best used when being teased or put down

“Fogging” involves the student who is the target of the bullying behaviour, responding to teasing with neutral statements or by indicating they don't care, thus not inflaming the situation. The bully may become so bored they will leave them alone. The student being targeted can repeat these messages whilst walking to safety, near friends or a teacher, e.g. “I don't care” or “go away, leave me alone.”

Robotic Voice - best used when being harassed

“Robotic Voice/Talk” involves the student who is the target of the bullying speaking like a robot, with the tone of voice and the words remaining unchanged. They keep repeating themselves, again walking away from the situation or bully as they speak. e.g. “I don't care” repeated over and over in a neutral voice.

“I” statements – useful to show feelings towards bullies.

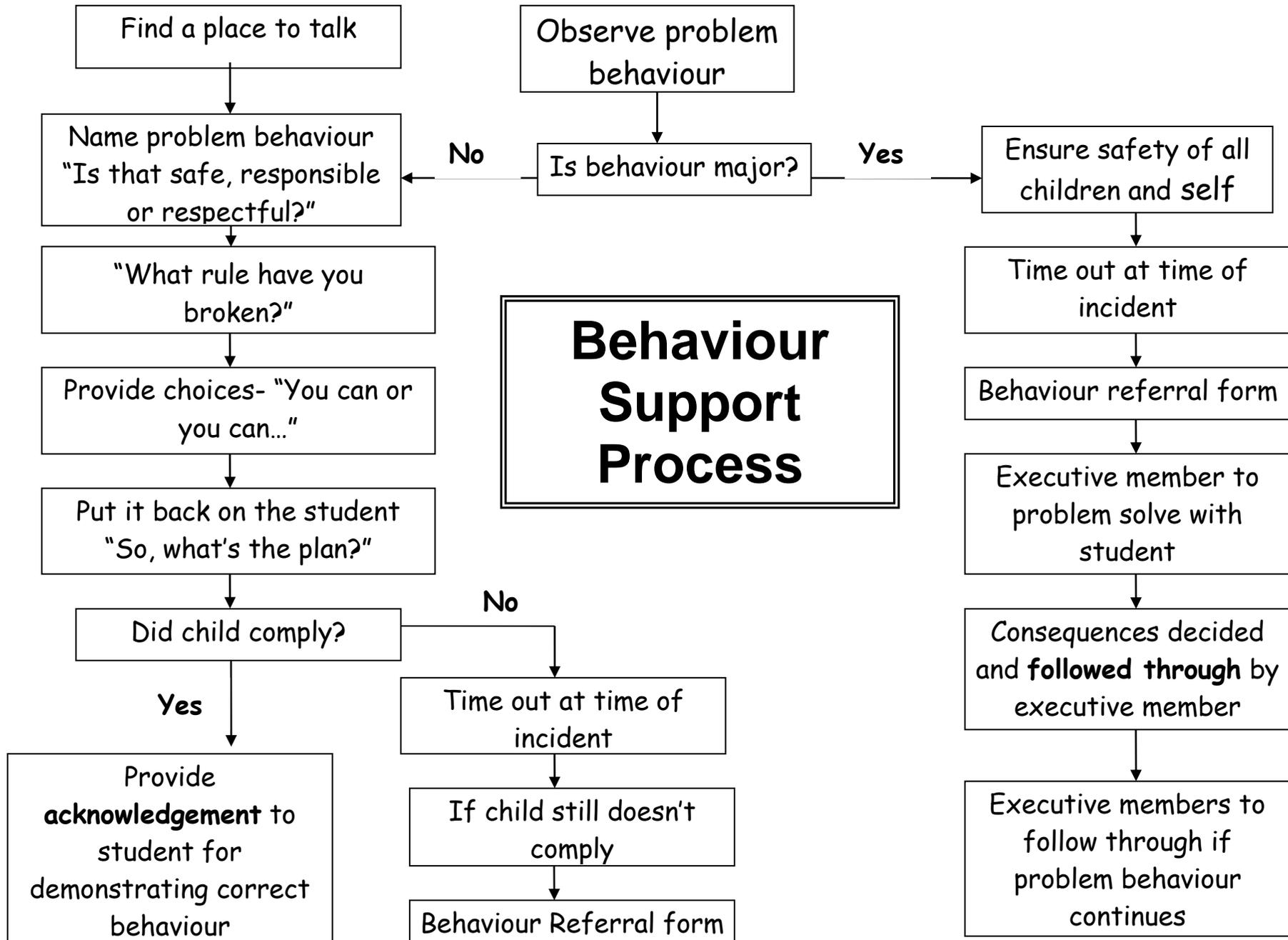
Students who use “I” statements may feel empowered because they have attempted to take control of the situation rather than walk away or call a teacher. The bully may begin to empathise with the student's feelings or at least cease the behaviour because of the level of hurt involved. E.g. “I don't care.”

Raising Awareness

Awareness of bullying issues is raised at school assemblies on a regular basis. Students are encouraged to think about using their ‘network’ of support through continued reference to ‘Bounce Back’ and ‘STRIDE’ Programmes. Students are regularly reminded to use strategies that include; enlisting the help of a friend, finding a teacher and using the above-mentioned specific strategies.



Class Prayer and Open House Assemblies often use an anti bullying focus for their liturgies and include references to the Values Education Program incorporated in Religious Education lesson



If three behaviour referral forms are completed, class teacher, principal and parents create Individual Behaviour Plan.



Assistance Required Urgently



This card is a green coloured card and is to be used when assistance is required for a very serious breach of behaviour or an emergency on the playground or in the classroom.