



St Peter's School Anti-Bullying Guidelines

Rational

St Peter's School does not tolerate bullying in any shape of form and to support this statement the School Board has written an Anti-Bully policy which is backed by these guidelines.

St Peter's School acknowledges that young people, who are involved in bullying behaviour, either as a bully or a target, are at higher risk of behavioural, emotional and academic problems. Ongoing bullying can seriously harm the health and wellbeing of the bullied person and the negative effects may be ongoing. It is important that the St Peter's community has a shared understanding of what bullying is, how it impacts on people and how bullying is responded to in our learning environments. Research suggests that a school wide approach to address bullying is essential.

Aims of the Guidelines

1. To counter views that bullying is an inevitable part of school life.
2. To provide a safe, secure learning environment for our pupils.
3. To create a supportive climate and break down the code of secrecy.
4. To create an environment where the victim is able to return to school life.
5. To provide suitable counselling services for the bully and victim when necessary.
6. To provide a physical environment which, engenders good behavioural patterns.
7. To move beyond a crisis-management approach to an environment free from abuse.

Defining Bullying

St Peter's has adopted the following definition of 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. Cyber bullying refers to bullying through information and communication technologies.

Types of bullying include:

1. Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. Verbal bullying

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. Covert bullying

Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. Psychological bullying

For example, threatening, manipulating or stalking someone.

5. Cyber bullying

Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

The excuse 'It was only a joke' is unacceptable if the other person has not taken it as a joke, and instead is upset by it.

The essential elements of a comprehensive school bullying prevention program include:-

1. A positive school climate
2. Opportunities in the formal and informal education about bullying
3. Procedures for identifying, handling bullying, bullies and victims.

Positive School Environment

At St. Peter's a positive school climate is an important element to help prevent bullying. It is built and maintained through:-

- ◆ holding positive beliefs about the behaviour of children and adults in the school community
- ◆ maintaining positive expectations of children and their behaviour
- ◆ the use of the school 'Culture of Care' guidelines
- ◆ encouraging, recognizing and reinforcing desirable behaviours in both classroom and playground settings
- ◆ the disciplinary practices of staff and vigilant supervision
- ◆ Making Jesus Real
- ◆ Peer support groups
- ◆ buddy classes
- ◆ celebrating all students' achievements
- ◆ Student protection lessons for all year levels
- ◆ Leadership responsibilities for ALL Year 7 students
- ◆ Classroom management and clear class expectations enforced by staff
- ◆ The modelling of positive relationships between staff, students and parents
- ◆ Messages that students receive on assemblies, peer groups, in newsletters, in class conferences.

Educating to counter bullying

St Peter's has developed a system to ensure that all within it's community has a clear understanding of bullying, how to best report it and the effects it can have on individuals.

School

- Annually educate all students using the 'Bullying No Way' website on what bullying is, what to do if bullied and what you should do if you witness bullying
- All students taken through the reasons why it is important not to be a bystander and help stop bullying
- Create positive relationships between staff and students to ensure that students will report bullying
- Staff WILL NOT dismiss claims of bullying, but follow it up according to the school procedure

- The school will provide professional development to staff about bullying and student protection issues
- Protective behaviours lessons will be taught annually
- Responsible ITC usage agreements in place
- Peer support program on bullying conducted by school leaders
- Visual audits and risk assessment of the school environment are conducted annually
- Procedures are in place and followed for record incidents of bullying
- New staff are made aware of policies and guidelines through the staff handbook
- Bullying audits conducted as deemed necessary

Students

- Gain an understanding of what bullying is and the different types of bullying
- Don't engage in bullying others
- Don't be a bystander and help those being bullied
- Report bullying to SOMEONE, SOMEHOW
- Be confident and positive in all situations to prevent being a victim

Parents

- Clear lines of communication maintained between the school and parents to ensure bullying is reported
- Information within the Parent handbook relating defining bullying
- Parent brochure on bullying outlining what parents can do to help prevent bullying occurring
- Parent & friends sessions to help educate parents about bullying and what resources are there to help them
- All information about bullying included on St Peter's website

Procedures for handling bullying

1. At St. Peter's, the procedures for handling first episode of bullying is to investigate all allocation of bullying by:-
 - ◆ listening openly to all sides of the story and clarifying the facts and feelings involved
 - ◆ speaking to all participants separately to clarify what they want from the other person/s
 - ◆ fill in an incident report on the matter
 - ◆ bringing the two parties together to confirm facts and feelings
 - ◆ using the technique
 - When you do
 - I feel
 - I would prefer you to.....
 - ◆ deciding mutually acceptable behaviours for the future
 - ◆ making appropriate apologies
 - ◆ encouraging confidentiality but parents will be informed
 - ◆ explaining that on the first occasion it is an informal procedure
 - ◆ repeat offences will include parents and formal warnings
 - ◆ offer counselling to perpetrator and victim
2. Repeat incidents of bullying by an individual will result in following previous procedure with additional consequences for the perpetrator:-
 - ◆ School contacts parents
 - ◆ Possible internal suspension
 - ◆ Individual behaviour plan
 - ◆ Compulsory counselling required

- ◆ Letter to parents and filed

3. Further incidents of bullying by the same individual will result in:-

- ◆ External suspension
- ◆ Interview with parents upon return to school
- ◆ Compulsory counselling required
- ◆ Individual behaviour plan extensive supervision (limited access to other students without supervision)
- ◆ Students enrolment maybe review.

