



MATER CHRISTI PRIMARY SCHOOL DEALING WITH BULLYING POLICY

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Rationale:

Our school's **Bullying Policy** is derived from our school's **Vision Statement** which is Christ centered. The core purpose of this statement is:

Making Jesus real in the lives of our students, our families and our staff.

At Mater Christi Catholic Primary **EVERYBODY** has the **RIGHT** to:

Be safe
Be respected
Be valued

Bullying undermines these values and affects everyone within our community.

Bullying in any form is not acceptable at MATER CHRISTI. It is everyone's responsibility to prevent it occurring.

Principles:

The **Bullying Policy** is designed to complement our school's "**Friendly Schools Plus**" program along with the Making Jesus Real philosophy. This is an outline of the whole school process involved in dealing with bullying and allows teachers, parents and students to understand the steps involved in implementing this policy.

The definition:

Bullying: is a repeated behaviour that may be physical, verbal, written and/or psychological; where there is intent to cause fear, distress or harm to another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who is /are unable to stop this from happening.

Types and examples of Bullying/Cyberbullying:

Physical Bullying - repeatedly and deliberately:

- bumping, pulling or shoving someone
- hitting, punching or slapping, pinching, biting or scratching someone
- touching someone who doesn't want to be touched

Verbal Bullying - *repeatedly and deliberately:*

- calling people names or offensive nicknames
- teasing someone or being sarcastic in a way that is hurtful and upsetting
- comments about the way someone may look or behave that are hurtful

Threatening - *repeatedly and deliberately:*

- making someone feel afraid that they are going to be hurt
- pressuring someone to do things they don't want to do
- aggressive gestures or looks that make someone afraid

Property Abuse - *repeatedly and deliberately:*

- damaging someone's belongings
- taking things away from someone
- taking or hiding someone's belongings

Emotional Bullying - *repeatedly and deliberately:*

- ignoring someone or keeping them out of group conversations (known as exclusion)
- leaving someone out by encouraging others to not have anything to do with them
- spreading lies or stories about someone to try and get others to dislike them

Cyberbullying - *repeatedly and deliberately:*

- ignoring someone or sending nasty messages through social media
- sending harassing, abusive or offensive messages online e.g. *through social media or phone*
- spreading rumours online e.g. *through social media or phone*

Procedures:

Currently at Mater Christi a number of measures have been established to promote a Christ centered environment. Making Jesus Real is at the forefront of our school's culture, where we ask ourselves, "What Would Jesus Do?" This in itself encourages students to understand the right path to follow. However, should bullying occur the following actions will take place:

Responding to a Bullying Incident	
RESPECT	<ol style="list-style-type: none"> 1. Disclosure of Bullying episode to teacher on duty and classroom teacher. 2. Classroom teacher collates relevant information. 3. Assess if the situation is considered Bullying by referring to the policy definition and determine the level of seriousness.
RESPOND	<p>4. If the situation has been determined as a Bullying issue then the teacher selects one of the response techniques (Critical Thinking Line / Co-Late Model) and conducts separate meetings with bully, victim/s and bystander/s to gather information and determine the series of events.</p> <p>Critical Thinking Line</p> <p>The critical thinking line is based on a number line and can be used for many purposes. For younger students the line can help them consider the intensity of their feelings. This method of getting the student to think critically about the person he/she is bullying helps to develop an awareness of how the bullying situation developed and may provide ideas as to how this problem could be addressed. <i>(See Friendly Schools Plus Course Book pg. 28)</i></p> <p>Co-Late Model</p> <p>The Co-Late model is an interview technique that is helpful when speaking to students about bullying behaviour. The model is simple and is comprised of five steps. <i>(See Friendly Schools Plus Course Book pg. 29)</i></p> <p>Confidentiality Listen Acknowledge concerns Talk about the options - What Would Jesus Do? End with encouragement</p> <ol style="list-style-type: none"> 5. Formalised reporting is critical when addressing bullying incidences. Collect and record all information related to each event on incident report form. 6. Verbally communicate incident and relevant information to the Assistant Principal/ Principal who will then offer support and guidance for the remainder of the process. 7. Contact parents of relevant parties and organise meeting to disclose the situation. Assistant Principal to attend meeting.
RECONCILE	<ol style="list-style-type: none"> 8. Action plan devised using whole school template and implemented. 9. Check in with all parties involved in the incident at regular predetermined intervals as specified on the action plan. Offer additional support to those students who are experiencing difficulties adhering to the bounds of the agreed plan. 10. Monitor the effectiveness of your response technique after each incident. Ensure all monitoring is recorded and tracked as part of the school record management system.

Mater Christi Behaviour Management Procedures

1. Verbal warning given by teacher for breach of school / class rules.



2. Negative Chart Move to first step and inappropriate behaviour specified to student.



3. Negative Chart Move to second step and reminder given to reflect on behaviour and make better choices.



4. Negative Chart Move to third step. Student removed to quiet area to fill in Think Sheet and reflect on the behaviour that has lead to this point. Assistant Principal to sign and verify inappropriate behaviour. Student to take Think Sheet home for parent/guardian to sign. Student to return Think Sheet on following day and teacher to file with behaviour records.



5. If behaviour is repetitive then further consequences will ensue depending on individual case and behaviour breach. Such consequences may include an apology letter, payback of damages or in-school detention (different lunch and recess arrangements).



6. If inappropriate behaviour continues then, depending on behaviour breach, consequences may include home-suspension, exclusion from extra curricular school activities or other action deemed appropriate by Principal. Referral to private or school counsellor.



7. A Record File will be held by Administration, detailing all relevant information related to the student's behaviour.



Mater Christi

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Incident Report Form

Student Name:

Date:

Details of Incident:

Other Relevant Information:

Teacher Signature:



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Action Plan

Student Name:
Commencement Date of Action Plan:
Relevant Background Information of Incident:
Agreed Actions to be Implemented by Student: 1. 2. 3. 4.
Agreed Actions to be Implemented by Teacher: 1. 2. 3. 4.
Predetermined Check-in Intervals: (Please Circle) Daily Weekly Fortnightly Monthly
Ensure all vested parties have a copy of the agreed plan and are working together to reinforce positive behaviours.
Signatures of all parties: Student Teacher Assistant Principal/ Principal Parent

