MISSION STATEMENT

The Holy Cross Catholic School Community at Glendale:
Dares to achieve individual success.
Shares our faith in God and one another.
Grows together in resilience, respect and love.

Anti Bullying Policy

February 2015

To be reviewed February 2017
RATIONALE:

“Catholic schools will have as their goal the formation of Christian disciples, with appropriate world view and behaviour”
(Catholic Schools at the Crossroads, p14)

All members of the Holy Cross School, students, teachers and parents, have a right to feel safe, respected, trusted and happy within the community. Clear, well implemented policies and the modelling of positive behaviours and anti bullying strategies has become a vital part of ensuring the culture of safety, trust, respect and value.

In establishing such a culture, a school can ensure that its priority goal of nurturing young people in learning, social interactions and positive self identity within the context of the changing community can be met.

Bullying behaviour is in direct conflict with these clear purposes and priorities of the Catholic school and needs explicit procedures in order to recognise, name and address behaviours that do align with it.

DEFINITIONS:

The National Safe School Framework (2011) defines bullying as:
- 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.

Olweus (1993) proposes that “bullying may be defined as a student being exposed, repeatedly and over time, to intentional injury or discomfort inflicted by one or more other students. This may include physical contact, verbal assault, obscene gestures or facial expressions and intentionally excluding the student”

Cyberbullying has recently become a significant area to be addressed. Cyberbullying is equally problematic to define. However for the purposes of this document it can be defined as: “any form of bullying that utilises technology such as instant messaging, taking and or posting photos or videos without permission, online chat rooms, online bulletin boards and email”. It can be seen as increasingly complex as it ‘reaches into the students home’ allowing harm to be evidenced “anywhere, anytime and without respite” (Schools and the Law – Des Butler and Ben Matthews p. 46)

AIMS:

This Policy aims to:

- Promote a proactive attitude to and a clear understanding of school processes when addressing allegations of bullying
- Establish a clear process and procedures to follow for all parties in any allegation of bullying
- Establish a consistent approach to the management of school record keeping in relation to bullying investigations.
- Ensure the right of students and staff to expect a school that is actively promoting an environment free from the fear of bullying, harassment, intimidation and victimisation.
IMPLEMENTATION:

This policy is directly linked and parallels to the school’s pastoral care and discipline policy.

The implementation of this policy will be organised in four sections.
1. Preventative Programs
2. Investigations, Reporting and Record Keeping
3. Disciplinary Measures and Responses (including police intervention and community support services)
4. Post investigation support services and ongoing policy management.
5. Responsibilities

1. Preventative Programs

1. Holy Cross School Community utilises the Positive Behaviours Support framework to create a positive learning environment by developing proactive whole school systems to define, explicitly teach and support appropriate student behaviours.
2. School rules and positive behaviours ideology encompasses those behaviours that ensure an anti-bullying culture throughout the school.
   - I am Safe
   - I am Respectful
   - I am Learner
   - We are Community
3. Affirmation of pupils is the cornerstone of positive behaviours. This can be displayed through informal (positive verbal and non-verbal communication) and formal affirmation (positive comments in books, stickers, merit awards, Gotcha Focuses and rewards coordinated with YCDI, acknowledgement to the school community through newsletters, etc.)
4. Holy Cross School also utilises the Friendly Schools Plus program which builds the social, emotional and motivational capacity of students to achieve success and build social/ emotional strengths through resilience.
5. In conjunction with the School’s Pastoral Care and Discipline Policy, the school discipline response to an incident (injustice) is based on the premises inherent in the Restorative Justice model that include:
   - Awareness of the impact of incident (crime) on multiple people and interpersonal relationships
   - The central obligation to an injustice is to acknowledge it and ‘right the wrongs’
   - Acknowledgement that equity needs to be restored
   - Future intentions are planned for, clarified and enacted.

6. A copy of restorative justice model student response sheets for various stages is included in Appendix 6

2. Investigating, Record Keeping and Reporting

Investigating

1. Initial concern and parent contact!!!!!! Previous entries of concern to be considered by teacher/s entering data regarding any decision for further investigation

1. When investigating a reported incident, teachers will need to make notes on the process including all relevant parties, various accounts recorded and any decisions made by the teacher together with any action. Staff members need to utilise the Bullying Assessment and Action Flow Chart (Appendix 1). These incident notes will be electronically saved by date in staff drive, student welfare and record of incidents. A copy of the documented notes (together with a completed flow
chart that led to the end result) will be printed, signed by Executive and filed in Record of Incident Folder in the Principals Office. Communication of the findings to parent body will be formalised in the reporting section below.

2. **If** the alleged incident is one specific to bullying, teachers will utilise and record the **alleged bullying tool (APPENDIX 2)** to support investigation. This completed form will be electronically saved by the alleged bully’s name in staff drive, student welfare and investigations of bullying allegations. A copy of the document will also be printed and filed in Investigations of bullying allegations in the Principals Office. Communication of the findings to parent body will be formalised in the reporting section below.

**Record Keeping**

3. In addition to the above records kept regarding the investigation of incidences, notes specific to each child’s involvement or experience of bullying will be kept and are set out below.

4. Holy Cross staff utilises a database that logs a record of incidents, contact between school and home and decisions made as a result of any incident arising at school, of which bullying is one. Educational concerns/recommendations can also be logged through this document.

5. Holy Cross staff emphasises the need to log both the perpetrator and the victim in any incident (bullying or otherwise) in order to record patterns and persons involved in both ends of the bullying issue.

6. Database files are kept open across the full 7 years of primary schooling and then archived after graduation or departure from school.

7. This database is located in staff drive, student welfare and home school contact document. There is also a shortcut on the staff desktop that allows direct access.

8. Holy Cross staff recognises that an isolated incident may not constitute bullying but repeated patterns of the same mode can. Therefore, as part of any investigation, the teacher will need to consult the home-school contact database to identify any pattern or repeat of the behaviour occurring that involves the child in question.

**Reporting**

9. If action is undertaken or a decision made confirming an incident of bullying, parents must be informed of their child’s role via a formal notification sent through standard mail. Parents of both the victim (informing of steps taken by the school) and the perpetrator (informing of consequences governed by the school anti-bullying policy) will be informed of the final decision. (See appendix 3 and 4).

10. If an investigation is undertaken regarding an alleged bullying that cannot be confirmed, parents making the allegation must be informed of the investigation undertaken and reasons why the particular incident is not confirmed as bullying. (See Appendix 5). While not bullying, if the incident demands a response under normal discipline policy, the parent will be informed accordingly.

**3. Disciplinary Measures and Responses (including police intervention and community support services)**

The school discipline policy refers extensively to levels of consequences across the broad spectrum of negative behaviours. Below is an outline of disciplinary measures to be undertaken specific to confirmed incidences of bullying.

1. Police Intervention will be sought in any situation deemed necessary by the principal that has a confirmed incidence of possession of a weapon, extreme assault, sexually explicit Cyberbullying. Parents will be informed immediately when such action is necessary in order to ensure their presence in the process from that point on.

   *In situations deemed to be dealt with by the school the following steps will be undertaken.*

2. It is essential the child understand why the behaviour is undesirable and every effort should be made to help the child overcome the problem.
3. Restorative practices will be implemented for negative behaviours and those that amount to bullying.

4. Currently the school discipline response to an incident (injustice) is based on the premises inherent in the Restorative Justice model that include:
   - Awareness of the impact of incident (crime) on multiple people and interpersonal relationships
   - Acknowledgement of own feelings and motivations at the time of the incident
   - The central obligation to an injustice is to acknowledge it and ‘right the wrongs’
   - Acknowledgement that equity needs to be restored
   - Future intentions are planned for, clarified and enacted.

5. A copy of restorative justice student response sheets for various stages is included in Appendix 6. Completed Restorative Justice Sheets are filed in child’s record cards. Children completing restorative Justice Program will do so as part of time spent off the playground in response to a bullying incidence.

6. Children involved in any incidence of bullying as either the perpetrator or victim will be offered to and/ or referred to the school counsellor for follow up and support. They may also be provided with contacts for external agencies for ongoing support. The Learning Support Teacher may also work with a child or a group of children in programs that target social skills and resilience.

7. Repeated or extreme incidences of bullying may involve the following steps.
   - CSO Notification, consultation and accessing relevant services
   - In school suspension
   - Out of school suspension
   - Partial enrolment
   - Alternative enrolment

4. Post investigation support services and ongoing policy management.

1. Ongoing monitoring of incidences of bullying will be maintained in centralised filing procedures and the saved documentation on the school’s student welfare and Anti Bullying Data base.

2. Counselling services provided by the school’s counsellor along with social skills programs implemented by the Learning Support Teacher will be offered to all children who are identified as harmed or harmful in a bullying incident.

3. The school community will be informed of the Anti Bullying Policy as well as the Pastoral Care and Discipline Policy via a Student Welfare Newsletter sent home once a year or when situations arise that would benefit form a re issue. A copy of this newsletter is kept on the student welfare database in the parent communication section.

4. The school’s Anti Bullying Policy and Pastoral Care/ Discipline policy will be reviewed annually with a priority set in term 1 of each school year.
**5. Responsibilities**

1. **The Principal will:**
   a. Develop a shared understanding with staff and community members of bullying behaviour that involves all forms of bullying including Cyberbullying
   b. Ensure the development, implementation and evaluation of preventative strategies and programs to promote student safety and wellbeing
   c. Provide support to any student who has been affected by, engaged in or witnessed bullying behaviour
   d. Be responsible for the implementation of the school’s anti bullying policy and procedures
   e. Initiate police support (Police liaison officers) and or intervention when required
   f. Provide regular updates to parents or caregivers regarding the management of specific incidents
   g. Ensure that an annual communication of the contents of the policy be made to the school community
   h. Maintain an ongoing and annual evaluation process of the policy with students, staff and caregivers
   i. Monitor student understanding and satisfaction of school processes
   j. Identify patterns of bullying behaviour and initiate school action to address them
   k. Engage students in the evaluation of anti bullying processes within the school

2. **School staff will:**
   a. Respond to a student’s call for assistance, after his/her reporting of inappropriate behaviours in relation to all forms of bullying. This includes the use of technology (e.g. text messaging or social networking site usage). Failure to take action may indicate a breach in the duty of care owed to the student
   b. Seek advice from their Principal if they require confirmation or clarification regarding an incident of alleged bullying behaviour
   c. Maintain an up to date knowledge of school policies relating to bullying behaviour

3. **Students will:**
   a. Promote positive relationships that respect and accept individual difference and diversity
   b. Follow the school procedures in reporting and responding to bullying behaviour
   c. Work collaboratively with staff and peers to resolve incidents of bullying
   d. Have an awareness and understanding of what constitutes bullying while being charged with the responsibility of being respectful of one another
   e. Participate in the annual evaluation of school anti bullying processes and procedures

**BUDGET:**

1. Holy Cross Primary School will endeavour to provide a portion of its annual budget to purchase appropriate support material for the implementation of this Pastoral Care and Discipline policy.

2. **EVALUATION:**

3. Staff will revisit the policy at the beginning of each school year.
4. This policy will be reviewed every two years or as necessary to reflect Board of Studies and / or system directions.
Interview all students involved in the incident.
• What happened? How did it start? Did you tell him/her to stop? Is there anything you did that might have contributed to this happening?
• Where clarification is required by the school the CSO/Police Liaison Officer should be contacted

Was this possibly a crime?
Was there physical contact or injury, use of a weapon, serious threat of injury, stalking, sexting, loss of property or damage to property?

NO

Was there aggression?
Physical aggression such as hitting, shoving or threatening injury; verbal aggression such as teasing or name-calling; social aggression such as spreading rumours and shunning; psychological aggression such as inappropriate texting, sexting.

NO

Was there dominance?
Was the aggressor stronger or dominant over the other? Was one side outnumbered?

YES

Was there persistence?
Was there more than one incident or did the aggressor fail to stop when asked?

YES

Contact the police
Let them investigate and decide whether a crime has occurred.

Notify parents
Generally speaking, let parents of the targeted student know that you have contacted the police. Where appropriate make contact with the parents of the perpetrator.

Not bullying
Consider disciplinary and Restorative Justice action according to the Pastoral Care and Discipline policy.

Not bullying
Consider disciplinary and Restorative Justice action according to the Pastoral Care and Discipline policy.

Not bullying
Consider disciplinary and Restorative Justice action according to the Pastoral Care and Discipline policy.

Respond to bullying
1. Provide appropriate support structures for alleged victim.
2. Completion of the Bullying Tool Documentation
3. Discipline aggressor for bullying, based on the seriousness and persistence of the behaviour using procedures from school policy.
4. Educate and counsel all students, including bystanders, about bullying.
5. Encourage the aggressor to apologise and state their intention to desist from the unwanted behaviour.
6. Ask all students, ‘What could you do that would keep this from happening again?’
7. Monitor and follow up to make sure that bullying does not recur.
8. Liaise regularly with Police Liaison Officer.
Appendix 2  Bullying Analysis Tool

Bullying is a serious offence and is not acceptable in our school. All school employees are required to report alleged violations and every act of bullying will be duly investigated, and parents/carers informed.

School: ................................................................................................................................................................................................

Teacher investigating incident: ..........................................................................................................................................................................................

Name/homeroom of student: ..................................................................................................................................................................................

Date/time of incident: ..................................................................................................................................................................................

Where did the incident occur? Please circle:

<table>
<thead>
<tr>
<th>On bus transport</th>
<th>In playground</th>
<th>In classroom</th>
<th>Outside school</th>
<th>Other</th>
</tr>
</thead>
</table>

Who reported the alleged incident? Please circle:

<table>
<thead>
<tr>
<th>Alleged victim(s)</th>
<th>Other student(s)</th>
<th>Parent/Carer</th>
<th>Member of staff</th>
<th>Wider school community member</th>
<th>Other</th>
</tr>
</thead>
</table>

Identify the nature of the alleged bullying incident: Please circle

<table>
<thead>
<tr>
<th>Written e.g. graffiti, notes, letters, writing on books, written threats, ridicule through drawings, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social e.g. lying, spreading rumours, playing a nasty joke, mimicking and deliberate exclusion, etc.</td>
</tr>
<tr>
<td>Verbal e.g. name-calling, insults, threats, severe sarcasm, abusive comments, racist remarks, etc.</td>
</tr>
<tr>
<td>Physical e.g. pushing, shoving, fighting, tripping, hitting, poking, spitting, etc.</td>
</tr>
<tr>
<td>Cyber e.g. using technology such as email, mobile phones, chat rooms, social networking sites, etc. to verbally, socially or psychologically bully</td>
</tr>
<tr>
<td>Psychological bullying e.g. intimidation, manipulation and stalking</td>
</tr>
<tr>
<td>Damage to property e.g. theft of bags, clothes, money, property, tearing clothes, ripping books, etc.</td>
</tr>
<tr>
<td>Bystander Encouraging others to bully or witnessing bullying without taking affirmative action</td>
</tr>
</tbody>
</table>

Briefly outline what occurred in the alleged incident:

Is there concern the alleged incident may have been influenced by any of the following? Please circle: 
Is there evidence of an imbalance of power in this incident through either: Please circle:

<table>
<thead>
<tr>
<th>Race/culture</th>
<th>Disability</th>
<th>Gender</th>
<th>Socio-economic status</th>
<th>Other</th>
</tr>
</thead>
</table>

Is there evidence that this behaviour is deliberate or planned?

According to the alleged victim has he/she experienced other or repeated incidences of bullying from the alleged perpetrator? (If yes, please give dates, who was involved, outcomes.)

Is there any relevant background/history to this alleged incident?

Were there any witnesses? (Identify student names and homerooms)

What do the witnesses to the alleged incident perceive happened?

What effect is the situation having on the alleged victim's wellbeing including self-esteem, feelings about school, motivation, relationships with peers, physical health, etc?
**Indicate the investigative procedures carried out. Please circle:**

<table>
<thead>
<tr>
<th>Interviewed student(s) involved</th>
<th>Interviewed parents of victim(s)</th>
<th>Interviewed parents of alleged perpetrator(s)</th>
</tr>
</thead>
</table>

**ACTION PLAN**

**Indicate the resolution for all stakeholders:**

<table>
<thead>
<tr>
<th>STUDENT PERPETRATOR</th>
<th>Restorative Justice Workshop</th>
<th>Consequences decided upon/implemented by Principal based on severity of incident</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>STUDENT VICTIM</th>
<th>Acknowledgement that bullying has taken place</th>
<th>Counselling/ Teacher Support</th>
<th>Resilience Workshop</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PARENT OF PERPETRATOR</th>
<th>Letter informing parent of the bullying incident, the school’s investigation and outcome as well as the consequence implemented for their child</th>
<th>Exemplar Letter found in Staff/Student Welfare?</th>
<th>Interview Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Letter informing parent of the bullying incident, the school’s investigation and outcome with assurances that the incident has been dealt using the school <strong>Anti Bullying Policy</strong> (This can be provided on request)</td>
<td>Exemplar Letter found in Staff/Student Welfare?</td>
<td>Interview and counselling support offered. Contacts of External agencies provided on request</td>
</tr>
</tbody>
</table>

Copies of all documentation to to be saved on Student Welfare Data base, printed up, signed and filed in Principal’s Office Bullying Analysis Tool to be saved by date and name on - Staff/ Student Welfare/ Bullying Analysis Tool

Parent Communications to be saved on - Staff/Student Welfare/ Bullying Analysis Tool

Signed .......................................................... Date: ...........................................

Signed .......................................................... Date: ...........................................
Dear ___________,

On *(insert date)* a disclosure was made to the school that *(insert name)* has been involved in a bullying incident. Careful investigation of this disclosure has confirmed that unfortunately, *(insert name)* has been involved in a bullying incident.

_____________________________________________________________________________________________

_____________________________________________________________________________________________

___________________________________
__________________________________________________________
_________________________________________________________

I would like to inform you of the following action taken, according to the school’s Anti-Bullying Plan:

_____________________________________________________________________________________________

_____________________________________________________________________________________________

If at a later date, you become aware of any incidents of this nature occurring again, I would ask you to alert the school so that further action can be taken.

Please do not hesitate to call me if you wish to discuss this matter further.

Thank you for your support.

Yours sincerely,

Principal

<-------------------------------------------------------------------------------------------------------------(return this section)

I acknowledge receipt of this letter and support the school in its actions to address bullying.

Name ........................................................................

Signature ................................................................

Date ..............................................................

Please return to ...................................................................... by ..................................
Dear ____________,

Dear (Name)

On (insert date) a disclosure was made to the school that (insert name) was on the receiving end of a bullying incident.

Careful investigation of this disclosure has confirmed that unfortunately, the incident has been confirmed as a bullying incident.

I would like to inform you of incident and the following action taken, according to the school’s Anti-Bullying Plan:

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

If at a later date you become aware of any incidents of this nature occurring again, I would ask you to alert the school so that further action can be taken.

Please do not hesitate to call me if you wish to discuss this matter further.

Thank you for your support.

Yours sincerely,

Principal

I acknowledge receipt of this letter and support the school in its actions to address bullying.

Name ........................................................................

Signature .............................................................

Date .................................................................

Please return to ................................................................. by .................................................................
Dear ____________,

Dear (Name)

On (insert date) a disclosure was made to the school that (insert name) was on the receiving end of a bullying incident.

Careful investigation of this disclosure has found that the incident cannot be confirmed as bullying. Below is an account of what was found and why bullying has not been confirmed

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

It should be noted that while not bullying, the incident does require consequences for the children involved using the school’s pastoral care and discipline policy. Please rest assured that this has been done.

Additionally, the bullying allegation and investigation notes have been logged in a bullying database so that any repeated incidences or emerging pattern can be evidenced and acted upon in the future investigations.

If at a later date you become aware of any incidents of this nature occurring again, I would ask you to alert the school so that further action can be taken.

Please do not hesitate to call me if you wish to discuss this matter further.

Thank you for your support.

Yours sincerely,

Principal

I acknowledge receipt of this letter and support the school in its actions to address bullying.

Name .................................................................

Signature .............................................................

Date ...............................................................
Appendix 5

Restorative Justice Worksheet – Upper Primary

NAME: ___________________ DATE: __________

1. What happened that caused you spend time off the playground

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. What were you thinking and feeling at the time of the incident?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3. Who do you think was harmed or affected by this incident?
   a. ________________________________________________
   b. _____________________________________________________________________________________
   c. _____________________________________________________________________________________

4. Could this incident be seen as bullying? Why/ Why not?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

5. What needs to be done to repair the harm to the people listed in #3?
   a. _________________________________________________________________________________
   b. _________________________________________________________________________________
   c. _________________________________________________________________________________

6. How will people know you have taken responsibility for the harm?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

7. What have you learned from this experience?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

8. How might you change your actions should this situation arise again?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Appendix 9 Restorative Justice Worksheet – Early Primary

NAME: ______________ DATE: __________________

1. Where were you when the problem happened?

![OUTSIDE](image1)

2. Write or draw a picture of what happened?

3. How were you feeling at the time?

- ANGRY
- SAD
- HAPPY
- CONFUSED
- SHOCKED

4. What do you have to do because of your mistakes?

- Meet with a teacher or Principal
- TIME OFF THE PLAYGROUND
- Letter Home to Mum and Dad
5. Draw or write who was hurt by your behaviour?

6. How do you think they felt about what happened?

   ANGRY  SAD  HAPPY  CONFUSED  SHOCKED

7. What can you do to make things ok again.

8. How will YOU feel if you make things ok again?

   ANGRY  SAD  HAPPY

9. How will OTHERS feel if you make things ok again?

   ANGRY  SAD  HAPPY

10. Draw a picture of you being friends again?