



Bullying and Harassment Policy

Purpose

The purpose of this Bullying and Harassment Policy is to outline both proactive and responsive processes for students, families and staff to collaborate successfully in providing a safe learning environment for all people to thrive.

Catholic Education SA Commitment Statement

To every child in a Catholic School. We are committed to knowing you deeply. We value you as a capable and competent learner and will support your active engagement in the learning process. In partnership with you and your family, we commit to high expectations for your learning process, wellbeing and achievement. You matter to us.

Beliefs

At Antonio we believe...

- We are all created in the image of God
- Everyone matters, and matters absolutely
- We all have the right to feel safe and a responsibility to keep ourselves and others safe
- We all have the right to learn and work in a safe environment and a responsibility to contribute to this
- We all have the responsibility to respect ourselves, others and the property of others
- We all have a responsibility to restore relationships when conflict or harm has occurred

Declaration

As a result of our shared beliefs, we see bullying and harassment as unacceptable and inappropriate. We commit to work in partnership with the community to prevent bullying behaviour and to also listen and respond if a bullying issue is reported.

What is Bullying?

The 'Bullying. No Way!' Website defines bullying in the following words:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Types of Bullying

Bullying behaviour is most commonly experienced as verbal, physical and/or social. It can also differ in the following ways:

- Setting – in person and online
- Means – direct and indirect
- Visibility – overt and covert
- Harm – physical and psychological
- Context – home, work and school

Signs of Bullying

Each student who has been bullied or is bullying others may act or respond differently. The following lists are **possible behaviours** that could point towards bullying. The most important action is to engage in conversation with students, staff and families to determine the likelihood of a bullying issue.

For teachers they may observe a child:

- Becoming aggressive and unreasonable
- Refusing to talk about what is happening or what is wrong
- Showing little or no academic achievement and progress
- Spending increased time alone or being excluded from friendship groups
- As a frequent target for teasing or ridicule
- Withdrawing from friends and activities previously enjoyed
- Appearing insecure, anxious or frightened while at school

For parents and carers they may observe their child:

- Doesn't want to go to school or participate in certain school activities
- Change the way in which they travel to school
- Show little or no academic achievement and progress
- Change their sleep patterns
- Change their eating patterns
- Has frequent anger, tears, mood swings
- Has unexplained injuries
- Arrives home hungry
- Being hesitant about going online
- Being nervous about receiving messages online
- Being visibly upset after using a digital device

Responsibilities:

In support of this policy, we understand that staff, students and parents/carers all have responsibilities to collaborate for successful outcomes.

The Principal will:

- Ensure the school works collaboratively with the school community in implementing a comprehensive school-wide approach to bullying. This includes:
 - the development, implementation and periodic review of the school's policy and procedures
 - ensuring staff are trained and well-informed about how to respond to bullying and abide by the school's policy and procedures consistently and fairly
 - educating students about positive social behaviours and how to develop and sustain these
 - educating students about bullying and harassment, its negative impact on people and the responsibilities all members of the school community have in ensuring that it does not occur
- Promote a safe and supportive school climate where all students are accepted
- Ensure relationships of trust exist between the school and families
- Model positive interpersonal relations when working with children, colleagues and parents/carers

Staff will:

- Model positive interpersonal relations when working with children, colleagues and families
- Build relationships of trust with parents and carers
- Ensure they are well-informed about and apply consistently and fairly the school's policy and procedures
- Initiate action as required according to school policy and procedures when bullying and harassment is reported, or they witness it occurring. This includes:
 - Listening carefully to all children who bring bullying and harassment issues to their attention
 - Investigating reports to determine what is happening, documenting and responding appropriately to findings
 - Inform, seek advice and escalate to school leadership as necessary
 - Notifying all parents/carers involved to discuss the situation and to determine a plan of action to help resolve bullying and harassment incidents
 - Assisting children to develop strategies to manage bullying and harassment incidents (This includes seeking to restore working relationships between the children involved)
 - Provide feedback to all parties involved

Parents/Carers will:

- Act as role models in the development of positive relationships

- Support and respect school staff in maintaining a safe and supportive learning environment for all children, staff and families
- Work constructively with the school in dealing effectively with bullying and harassment issues in ways that are consistent with school policy
- Support their children (in collaboration with school staff) to develop strategies to effectively deal with bullying and to interact with others respectfully
- Promptly communicate with school staff if they believe their child is being bullied or has witnessed incidents of bullying

Students will:

- Interact with others respectfully and adhere to the school's bullying and harassment policy
- Participate in and learn from teaching and learning programs about bullying and harassment
- Communicate to a responsible adult their concerns if they find themselves or others being bullied
- Develop and implement strategies to help them deal effectively with bullying and harassment
- Participate fully in a restorative process to restore the working relationship(s) with those they have hurt or those that have been hurt

Supporting Resources

Bullying No Way Safe Australian Schools Together - <https://bullyingnoway.gov.au/>
 Rigby, K. and Johnson, K. (2016), *The Prevalence and Effectiveness of Anti-Bullying Strategies employed in Australian Schools*, Adelaide, University of South Australia. ISBN: 97819 2204 6185

www.kenrigby.net/School-Action

Australian Student Wellbeing Framework - <https://studentwellbeinghub.edu.au>

Kids Helpline - <https://kidshelpline.com.au/teens/issues/bullying>

Supporting Documents

Antonio Catholic School Bullying and Harassment Procedure

Building Respectful Relationships: Behaviour Education and Student Behaviour Support Policy – SACCS (2019)

Building Respectful Relationships: Behaviour Education and Student Behaviour Support Procedure – SACCS (2019)

Building Respectful Relationships: Procedures for Student Suspension and Cancelling Enrolment 2019

Policy for the Care, Wellbeing and Protection of Children & Young People - SACCS (2011)

Duty of Care Policy – SACCS (2014)

Duty of Care Procedures – SACCS (2014)