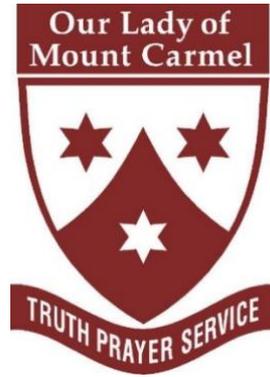


# Our Lady of Mount Carmel School



## **Bullying Behaviour Policy**

***An Appendix to***  
**Building a Safe a Friendly School Policy**  
**(Behaviour Management Plan)**

## **RATIONALE**

Our Lady of Mount Carmel's pro-active approach to dealing with 'Bullying Behaviour' ensures we continue to work towards creating a calm, friendly, safe and supportive environment. While the Social Education Program promotes the peaceful classroom processes and activities, helping students to understand and manage conflict constructively, there will be times when students will experience bullying behaviour. The school has a procedure which outlines how the issue will be dealt with, in line with the appropriate developmental ability of the students concerned. As 'bullying behaviour' is a relational issue requiring a relational solution, the process used to deal with bullying is based on the 'no blame approach' (Ken Rigby).

## **DEFINITION**

Bullying is when, over a period of time, an individual or a group intentionally harm a person, who finds it hard to stop this behaviour from continuing.

Additionally, bullying can be characterised as: causing distress, not only at the time of the attack but also by the threat of future attacks; and, an imbalance of power (that is inappropriate and where there is an intention to hurt).

(Adapted from CEWA Policy statement 2-D6 Dealing with Bulling and Harassment (Students) (Version 3 – 2010)).

The key factors of bullying and harassment are:

- recipient is distressed;
- behaviour is intentional and designed to humiliate, hurt, intimidate;
- pattern is repeated with the same person(s) over time;
- recipient is unable to leave the situation;
- disempowers the target.

(Bounceback, 2003)

'Bullying Behaviour' may take a variety of forms: Verbal, Physical, Visual, Victimisation, Sexual, Social and Emotional and Electronic.

Examples include targeted name calling or jokes, displaying offensive posters, violence or threats of violence, harassment, homophobia, discrimination and cyberbullying

Bullying is not...

Many distressful behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. Here are examples of unpleasant situations that are often confused with bullying:

- An argument or disagreement unless there is an imbalance of power
- Social rejection or disliking someone
- Single episodes of nastiness or spite

- Random acts of aggression or intimidation

## **SCHOOL PROCEDURES**

Each member of the School Community has a specific role in the creation and maintenance of a calm, friendly, safe, secure and supportive environment.

### Role of the Student

- Students are encouraged to assertively indicate that they find the behaviour inappropriate and that it needs to stop.
- If the behaviour continues, then the incident in the first instance is reported to a staff member. (In most cases this will be the Classroom teacher)
- If students witness 'Bullying Behaviour' towards a peer, they are also encouraged to seek assistance from a staff member.

### Role of the Parent/Caregiver

- Parents/Caregivers are asked to speak to their child's class teacher in the first instance
- Parents/Caregivers are NOT to approach (the) other student(s) or their parents regarding any perceived bullying issue
- Encourage their child to speak to their class teacher about the issue
- Parents/Caregivers must work in partnership with the school to address any issues raised by the school.

### Role of the Staff

- Act as role models of caring and tolerant behaviour and work to develop confidence and trust with students, so that students feel they can confide.
- Listen to students and take all alleged incidents of bullying behaviour seriously using the procedure outlined in our Building Safe and Friendly Schools Policy
- Investigate any report of bullying or harassing behaviour, documenting incident onto SEQTA, completing the appropriate form and referring on for further action to the Leadership Team. (Principal/Assistant Principal)
- Support the student(s) through the incident and subsequent course of action.
- Use strategies from the school's Religious Education & Social Education Program run in conjunction with our Social Worker to:
  - protect the target from further harm.
  - work with the child who is displaying bullying behaviour and the target to get an understanding of what is happening
  - revise and implement strategies that target Gospel, Curriculum core values

- report severe and ongoing bullying behaviour to the Leadership Team (Principal/Assistant Principal) so he/she can be informed and together work out a course of action for the students and the class.
- Liaise with the Parents/Caregivers and keep them informed of what is happening with the incident and follow up procedures.

What constitutes a serious incident?

A serious incident is assessed having regard to the following factors:

- The degree of distress of the victim(s).
- The frequency and duration of time of the bullying behaviour.
- The concern of the Parents/Caregivers, which may normally be a reflection of the target's distress and inability to cope.
- The willingness of the perpetrator, when confronted, to recognise the hurt that has been caused to the target.
- The readiness of the perpetrator to work towards reconciliation. (Rigby, 1997)

## **ACTION PLAN**

### FOR RE-OCCURRING INCIDENTS BY SAME CHILD

Immediate Action:

- Research and investigate and document incidents – time and type of behaviours, witnesses. (Use the Conflict Resolution Flow Chart Appendix 1)
- Inform the Leadership Team (Principal/Assistant Principal)
- Inform Parents/Caregivers of bully and target of incidents.
- Describe the unacceptable behaviours.
- Formulate management plan and consequences for the inappropriate behaviour
- Monitor behaviour and implementation of the management plan. (See Appendix 4 of Behaviour Plan)

Ongoing Action:

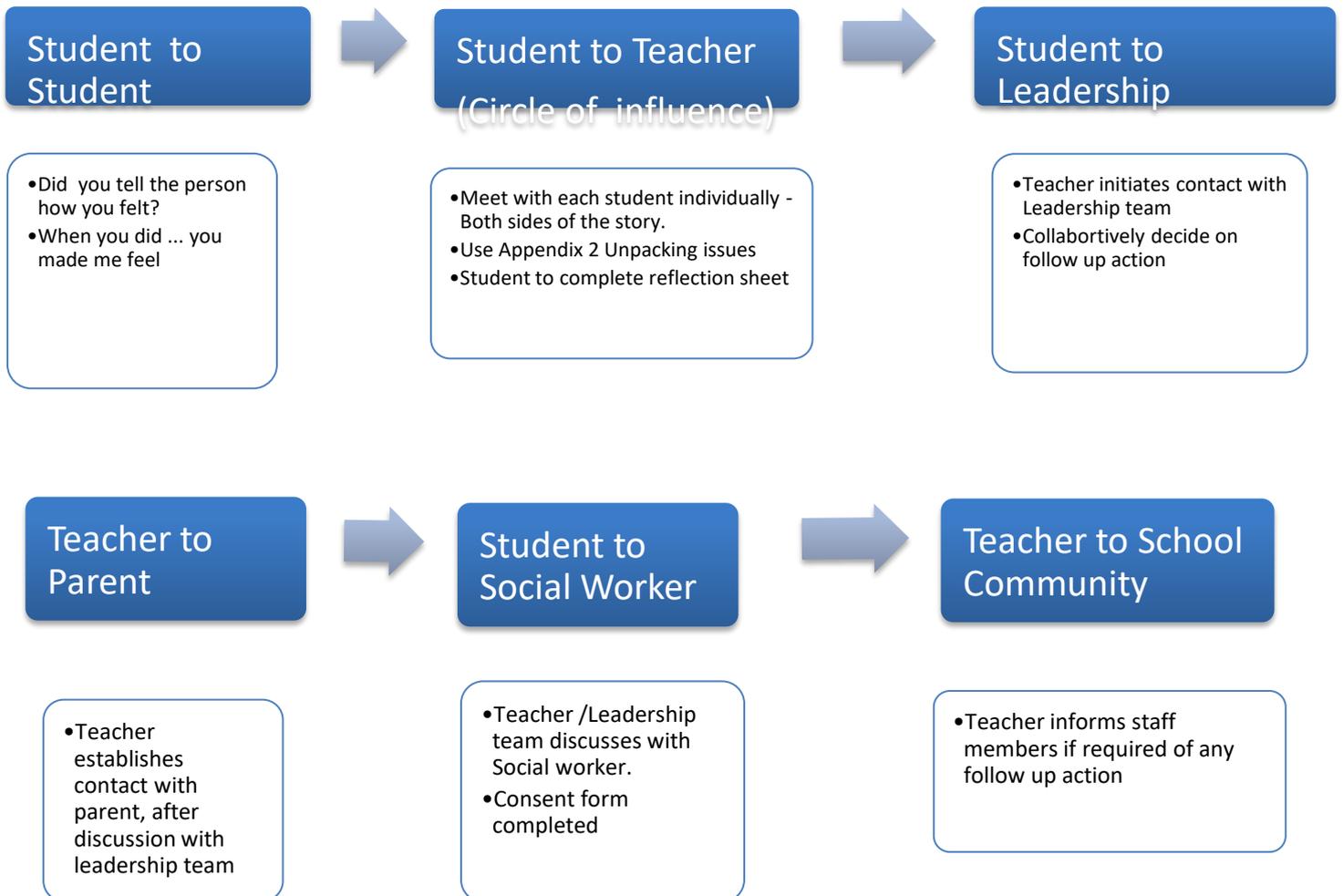
- Implement plan (devised collaboratively by Principal, teacher, social worker, parent and student) to support the student in changing behaviour.
- Support the student displaying bullying behaviours in changing behaviour eg. strategies, communication, support and encouragement.
- Outline the steps the school is taking to help modify behaviour.
- Regularly meet with teacher mentor.
- Regular communication between the school and the family to continue.
- Recommend counselling by Social Worker.

#### ON GOING 'BULLYING BEHAVIOUR'

- Resistance to behaviour change and repeated offending will lead to serious consequences as deemed appropriate by the Principal in line with CEWA Policy.
- The school will work with the Parents/Caregivers to ensure appropriate strategies are implemented to support both the students affected by the bullying behaviour and the student displaying bullying behaviour, to establish strategies for behaviour modification.

NOTE: Our Lady of Mount Carmel's procedures for dealing with incidents of 'Bullying Behaviour' are based on a System and belief of 'Restorative Justice'.

# Conflict Resolution Flow Chart



Supporting documents available in the School Wide Positive Behaviour Plan.