Rationale
Our Lady Help Of Christians Parish School is committed to the promotion of School Wide Positive Behaviours (SWPBS), and the implementation of Strategies using the Response To Intervention model (RTI) to ensure respectful, responsible and resilient community members. This promotes personal growth, feelings of safety and confidence, and positive self-worth for all. We will not tolerate any action that undermines a person’s right to feel safe. The **Safe School Policy** is to ensure the safety of all members of the school community, as outlined in our **Pastoral Care Policy**.

Scriptural Context

‘All members may be concerned for one another. If one member suffers, all members suffer: if one member is honoured, all members share this joy. You then are the body of Christ.’

(I Corinthians 12:25-27)

Definitions

“**Definition for teachers, parents and carers**
Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have 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. However, these conflicts still need to be addressed and resolved.

For use with younger students
Bullying is when someone keeps picking on another child again and again to make them feel bad. They say or do mean things to upset them, make fun of them a lot, try to stop them joining in or keep hitting or punching them.

Sometimes there might be a fight or argument between children. If it happens once, it is not bullying even though it can be upsetting. It is also not bullying if someone sometimes fights with a friend and they can sort it out.

Bullying feels awful. Bullying is not OK. You feel like you can’t stop it. You have the right to feel safe.”

“Bullying involves a pattern of behaviour that incorporates five key elements. There is an intention to hurt, harm or make feel powerless and the recipient is distressed by what is happening. It involves an imbalance of power and can take many forms – physical verbal, gesture, extortion and exclusion. Pleasure is derived from the act and it is a repeated pattern of behaviour over time” (2005, Therese Sheedy)

Policy Statement
Our Lady Help Of Christians Parish School will not tolerate any action that undermines a person’s right to feel safe. At the school every person has this right and any person who bullies or harasses another is denying them the right to feel safe. It is the community members responsibility to uphold this policy.

The staff and school community will implement appropriate strategies and processes to build and maintain a safe school environment.

<table>
<thead>
<tr>
<th>POLICY GUIDELINES</th>
<th>GUIDELINE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Lady Help Of Christians Parish School will:</td>
<td>To ensure implementation of the Safe School Policy, Our Lady Help Of Christians Parish School will:</td>
</tr>
<tr>
<td>- Promote the right of all school community members to feel safe at school.</td>
<td>- Raise awareness to the definition of bullying and community awareness to the fact that bullying and harassment can occur, however is not acceptable.</td>
</tr>
<tr>
<td>- Promote respectful, responsible and resilient behaviour and value diversity.</td>
<td>- Offer education for all members of our community.</td>
</tr>
<tr>
<td>- Provide opportunities for students to learn through the formal curriculum the knowledge, skills and dispositions needed for positive relationships.</td>
<td>- Create media to display/inform issues concerning bullying and its clear definition.</td>
</tr>
<tr>
<td>Teaching and Learning practices will:</td>
<td></td>
</tr>
<tr>
<td>- Implement Victorian Essential Learning Standards in the domains of Interpersonal Development, Personal Learning (for example Social and Emotional Learning), and Health and Physical Education.</td>
<td>- Develop a whole school approach to</td>
</tr>
</tbody>
</table>

(accessed 10/8/15)
Through a whole school process, develop and implement pro-active policies, processes and program that nurture a safe and supportive school environment and which recognise and state explicitly the roles and responsibilities of all members of the school community.

- Recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment and recognise the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment.

- Take action to protect children from and manage, incidents of bullying, violence, abuse and neglect.

Evaluative and monitor policies, programs and curriculum according to the School Improvement Plan and Annual Action Plan.

- Teachers will be trained in and implement the;
  - Safe from Harm – Mandatory Reporting protocol

- School will refer to and teach explicitly the procedures and information from stopwalktalk.org Appendix 3

**Evaluation**

This policy will be reviewed as part of the 4 year school improvement framework cycle.

**Reflective Material**

Pastoral Care of Students in Catholic Schools. (2008) Melbourne CECV


Stopwalktalk.org - Bully Prevention website
APPENDIX 1

SCHOOL STAFF ARE EXPECTED TO:

- Be role models by being respectful, responsible and resilient in daily interactions with all members of the community.
- Actively supervise students.
- Implement Social, Emotional Learning program into daily practices.
- Implement strategies appropriate to the situation at hand. (See Behaviour Management Policy).
- Be open to talk with and provide guidance to students who seek assistance with social interactions.
- Work with the parents of students who need assistance and support with positive social interactions.
- Keep adequate records of incidents and report to relevant staff members.
- Be up to date with professional development about ‘Safe Schools’.
- Regularly monitor and evaluate policies and program so that evidence based practice supports decisions and improvements.

STUDENTS ARE EXPECTED TO:

- Apply the three ‘R’s’ in daily interactions.
- Tell the person that their behaviour is unacceptable - they may not realise this. Refer to ‘Apology Recipe.’
- Speak to a staff member and provide accurate details of the incident.
- Encourage other students to report concerning incidents.
- Speak to the person about the problems they are causing, where possible.
- To take responsibility for their behaviour.
- To use constructive words, rather than inappropriate actions.
- Understand that continued behaviour will lead to the implementation of the school’s Behaviour Management Policy.

PARENTS, CARERS and FAMILIES ARE EXPECTED TO:

- Be positive role models of respectful, responsible and resilient people.
- Take an active interest in their child’s school life and note any unusual behaviour.
- Be familiar with the process for dealing with inappropriate behaviour.
- Be familiar with the consequences outlined in the Behaviour Management Policy.
- Respectfully, report incidents of inappropriate behaviour to the school when they become aware of it and not approach another child or parent to address the situation themselves.
- Listen objectively to their child’s grievances.
- Encourage students to seek peaceful ways of resolving conflict rather than retaliation.
- Work with the school in seeking positive solutions and refrain from making defamatory comments or remarks about a child, parent, staff member or other member of our school community including our school name.

- Write a note to the school Principal if they believe the incident has not been resolved.

**APPENDIX 2**

**APOLOGY “RECIPE”**

to support conflict resolution or problem solving

THE AGGRIEVED PARTY STATING THE PROBLEM:

Paddy, (address the person by name)

I don't like it when you laugh at my ideas. (name action/behaviour)

Please stop, or Please don’t do that again. (choose most useful directive)

THE OFFENDING PARTY ACKNOWLEDGING THE PROBLEM, MAKING AMENDS FOR THE

BEHAVIOUR AND A PLAN FOR THE FUTURE:

Helen, (address the person by name)

I'm sorry for laughing at your ideas.  
(name the specific offending behaviour)

This is wrong because I need to show you respect by listening to your ideas.  
(own the offending behaviour and develop empathy)

In the future I will respect you and your ideas by listening without laughing.  
(state intention to change the offending behaviour using positive language)

Will you accept my apology? Can you forgive me?  
(ask to be reconciled)

A snapshot of elements required in a genuine apology:

I’m sorry for..................
This is wrong because..................  

In the future I will..................
Will you forgive me? (Will you accept my apology?)
*(Acceptance of the apology only may precede true forgiveness
being able to be offered at that time.)*

APPENDIX 3

Thank the child for reporting the behaviour.
Ask what the problem is.
Ask the child if they said, “STOP”.
Ask the child if they walked calmly away.
Reinforce Stop, Walk, Talk.