



Bullying and Harassment Procedure

This document is aligned with the Antonio Catholic School Bullying and Harassment Policy document which provides the beliefs and understandings which underpin the procedures outlined here.

Proactive Approach to Prevent Bullying

Antonio Catholic School staff recognize the importance of working in partnership with parents to prevent bullying by:

- Explicitly teaching social emotional language, skills and strategies during inside and outside learning times with whole classes, small groups and/or individuals on a daily/weekly basis using:
 - The Australian Curriculum – Personal and Social Capabilities (General Capabilities), Health and Physical Education
 - Early Years Learning Framework
 - Australian Student Wellbeing Framework – Student Wellbeing Hub for Educators
 - Bullying. No Way! Resources
- Provide explicit feedback to students on their progress in developing social emotional learning skills
- Communicate with families about the skills and strategies being explicitly taught
- Report to parents/carers about their child’s social emotional development through written reports and teacher student parent learning conversations

Procedure for responding to a bullying and/or harassment

The purpose of the procedure and strategies is to:

- Impress on the children directly involved that what has occurred is unacceptable
- Enable the children to understand and have empathy for the harm they have done and put right the harm
- Support children to feel safe and ready to learn
- Signal to other members of the community that the behaviour is unacceptable
- Address the needs of the child who has been the target for bullying behaviour
- See children learn and change inappropriate behavior

See outline of procedure in **Appendix 1**.

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

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)

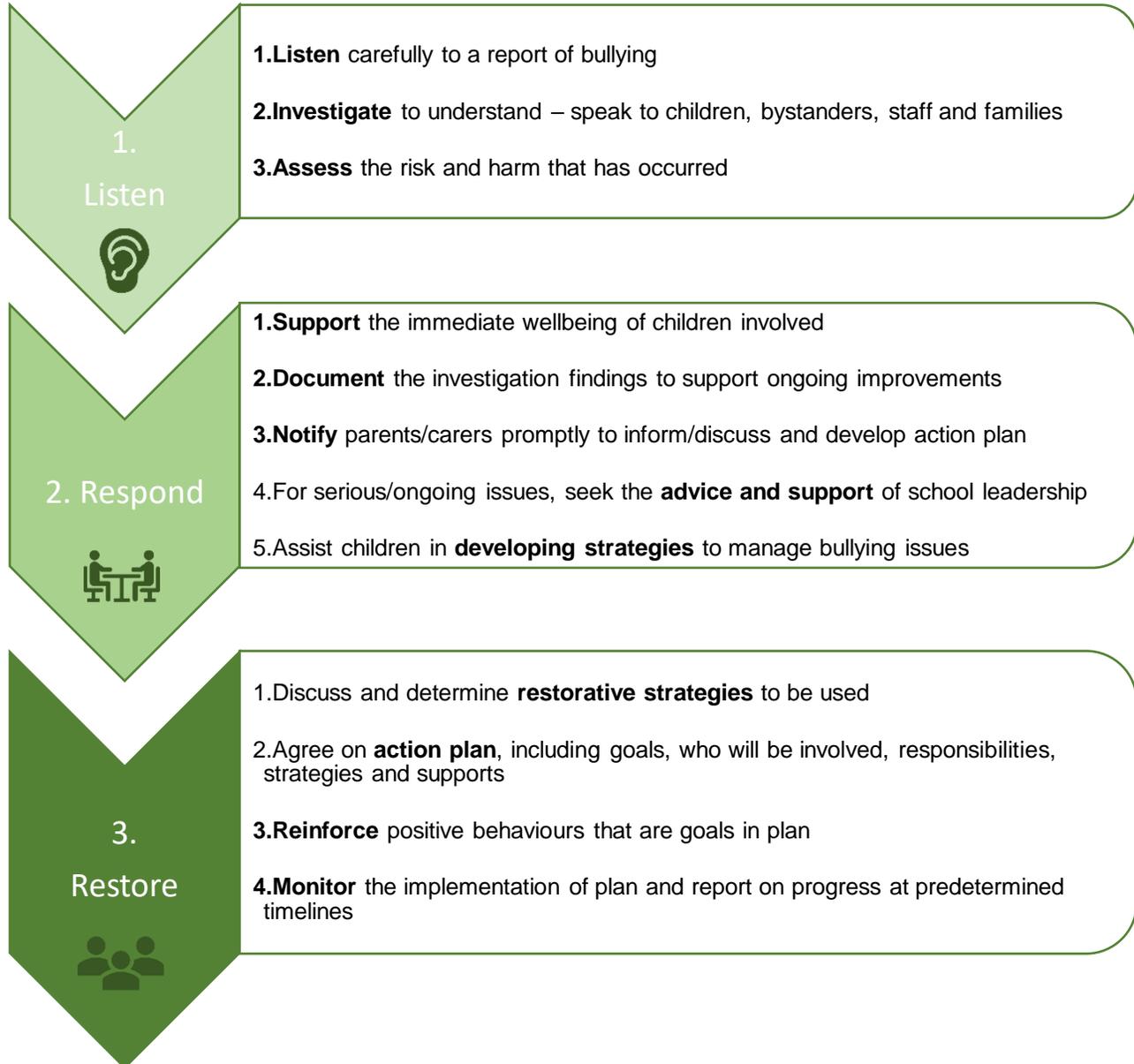
Appendices

1. Responding to Bullying and Harassment – Staff Procedure
2. What can I do if I experience or see bullying or harassment?
3. What can I do? Flowchart
4. Restorative Conversation Process
5. Glossary of Terms
6. Further actions in connection with this procedure which may be considered

Appendix 1



Responding to Bullying and Harassment Staff Procedure





If you are being bullied or see bullying



Stay calm and look confident

You can pretend if you don't feel this way



Speak confidently

Say to the person or people bullying you that you don't like what is happening and ask them to stop!



Move away

Find your friends or go to a safe place



Be respectful

Being mean back won't make the bullying stop



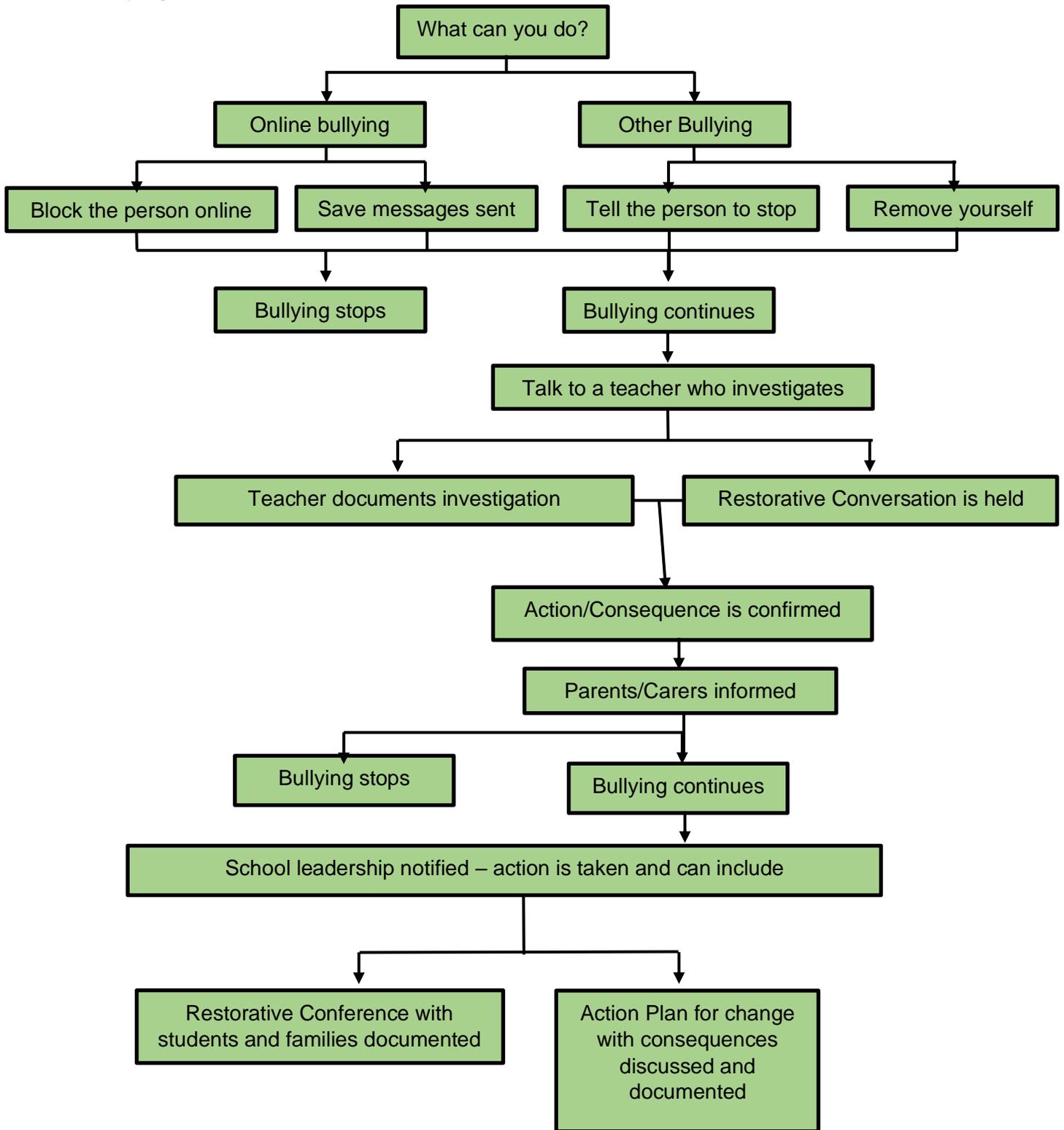
Tell an adult about it

Tell someone what is happening until you feel better and safe

Adults may not know you are being bullied until you tell them

Bullying is not acceptable at Antonio

Bullying/Harassment Action Flowchart



Restorative Conversation Script

Ask the mistake maker: What happened?

Ask the harmed: What happened?

Ask the mistake maker: What were you thinking at the time?

Ask the mistake maker: What have you thought about since?

Ask the harmed: How have you been affected by what did?

Ask the mistake maker: Who has been affected by what you have done?

Ask the mistake maker: In what way have they been affected?

Tell the mistake maker: At Antonio we don't ... (name old behaviour). Next time I want you to ... (describe new behaviour).

Ask the harmed: What can do to make things better?

If required after serious or repeated behaviour, record an agreement that outlines names of children and what positive behaviour they agree to. Record what will happen if this agreement is broken by one of the students.

Appendix 5

Definitions

Aggression

Aggression is words or actions, both overt or covert that are directed towards another and intended to harm, distress, coerce or cause fear.

Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm.

Bystander

A bystander is someone who sees or knows about bullying, harassment or violence that is happening to someone else.

Communication

Communication refers to the exchanging of information between staff, students and parents/carers by speaking, writing or using a medium such as email or Seesaw. Staff will endeavor to communicate as efficiently and directly with parents following the report of a bullying issue to provide understanding about the issue and the plan for resolving it.

Conflict

Conflict is a mutual disagreement, argument or dispute between people where no-one has a significant power advantage and both feel equally aggrieved.

Discrimination

Discrimination is the outcome of less favourable treatment because of identity, race, culture or ethnicity; religion; physical characteristics; gender; sexual orientation

Harassment

Harassment is behaviour that targets an individual or group due to their identity; race; culture or ethnic origin; religion; physical characteristics; gender; sexual orientation

Power Imbalance

Power imbalance is a situation where one person or group has a significant advantage over another that enables them to coerce or mistreat another for their own ends.

Respectful relationships

Respectful relationships is a strategy for preventing partner and family violence through educating people to behave in positive and respectful ways in intimate relationships.

Restorative Practices

Restorative practices is a range of strategies which focus on restoring relationships, repairing harm and learning perspective-taking and social responsibility. Please see Appendix 2 for the summary of the process.

Social Emotional Learning

Social and emotional learning is an approach where students learn skills such as; co-operation, managing conflict, making friends, coping and being resilient, recognizing and managing their own feelings and being empathic.

Violence

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in physical and/or psychological harm or injury

Appendix 6

Further actions in connection with this procedure which may be considered if required:

When extra support is needed for respectful behaviour?

When a child's behaviour continues to be disrespectful of learning, relationship or community for no apparent reason, the school will require a meeting with the family to plan how to support the child to participate in respectful behaviour. This may include the school initiating or a request for the family to enlist support services to assist the child to understand the negative impact of their behaviour, regulate their behaviour and be respectful.

When a family refuses to seek Extra Support for respectful behaviour?

When a family refuses to support the policy, they are not honouring their primary responsibility as first educators of their children in love. As such the enrolment agreement between the family and the school could be considered untenable and the necessary processes for assisted transfer may follow.

When a child's disrespectful behaviour continues?

When a child's disrespectful behaviour continues, staff will meet with the child, their family and leadership where appropriate to review their behaviour in connection with the action plan. As a result of this review meeting one of the following may occur:

- Adjustments to strategies, resources may be implemented
- The child may be suspended until extra support is engaged and then discussed with staff
- An assisted transfer to another school may be initiated by the principal

When children refuse to participate in restorative interventions?

When a child refuses to participate in a restorative intervention, they are choosing to remain in discord with another person in the school community. In this instance, another person in the school community is left feeling unsafe, emotionally insecure and unable to learn/teach or the community is disrespected. While restorative interventions seek to repair harm and reconnect they can only do so when the child is willing to participate. For the safety and wellbeing of others or the good of the community the child will not return to outside or inside learning time and spaces until they participate in the required intervention.

When staff refuse to participate in restorative interventions?

Staff members are employees of the Catholic Church and by virtue of their employment, participate in the mission of the church. At the center of Jesus' ministry was the healing of relationships so that all may have fullness of life. Consistent with this, all employment contracts in Catholic Schools in SA require employees to support the Catholic identity of the schools. Employees in Catholic schools are relationship healers.

If an employee refuses to participate in a restorative intervention, they are failing to meet their contractual obligation. Further, they are refusing to participate in the policy approved processes of conflict resolution. If this were to occur, for the safety and wellbeing of others the good of the community, the staff member will be reminded of the employment obligations to follow policy approved processes. Failure to do so is an employment issue. If refusal to follow policy and approved processes, continued disciplinary action would be undertaken by school leadership.