



## ST. LUKE THE EVANGELIST SCHOOL

### ADDRESSING BULLYING BEHAVIOUR POLICY

#### RATIONALE:

A fundamental belief for Catholic schools is that in Jesus is seen God's image and likeness in its human expression, and that Jesus' values and teachings show all people 'the way, the truth and the life' (*John 14:6*). In accordance with this belief, values to be promoted within a Catholic school's understanding and practice of pastoral care include love, respect, compassion, tolerance, forgiveness, repentance, reconciliation and justice.

These guidelines, which present Catholic Education Melbourne expectations and recommended procedures regarding student behaviour management, are to be read within the context of CEM [\*Policy 2.26, Pastoral Care of Students in Catholic Schools\*](#). As stated in the policy, student behaviour management policies and procedures in Catholic schools should seek to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

At St. Luke's, we promote the importance of relationships and foster a school environment where personal responsibility and self-discipline can be developed. Students are taught skills to manage their behaviour and build resilience for challenging contexts. They are encouraged to have empathy by becoming aware of the impact of their behaviour on others, and through recognising, and having accountability for their actions.

We promote appropriate personal and community behaviour within the school environment and when navigating in the online community. The same expectations and monitoring applies to all places where our community members learn and move.

All members of St Luke's community have a right to feel safe at school. To address the issue of bullying, a whole-school approach focusing on practices and processes that promote the safety and wellbeing of all members.

#### GOALS:

##### At St. Luke's we aim to:

- Provide a positive, safe and secure environment for each student in which to learn and grow
- Provide explicit links to personal accountability and Gospel values
- Provide opportunities to learn from mistakes, reconcile and resolve problems with others
- Provide students and parents with clear expectations in regard to behaviour
- Expect appropriate behaviour in daily interactions and relationships
- Support students to develop skills to self-regulate their behaviour
- Provide opportunities to work in partnership with parents in guiding their children to become responsible citizens.

## Definition:

### National definition of bullying for Australian schools

The national definition of bullying for Australian schools says: 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.

<https://bullyingnoway.gov.au/WhatIsBullying/Documents/definition-of-bullying.pdf>

### Types of Bullying

**Physical bullying:** hitting, tripping and pushing or damaging property

**Verbal bullying:** name calling, insults, threats, verbal abuse, gender or racist remarks

**Emotional and Social bullying:**

lying and spreading rumours, harming someone's social reputation and exclusion

**Cyberbullying:** Verbal, emotional and social bullying using social media and online communication

### What Bullying is Not

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require intervention and management. There are three socially unpleasant situations that are often confused with bullying:

- **Mutual conflict:** an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict may develop into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
- **Social rejection or dislike:** Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
- **Single-episode acts:** Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

## **IMPLEMENTATION:**

- Building a positive and caring community where each person is respected, provides a proactive approach to managing behaviour and reducing bullying.
- Learning and Teaching is inclusive and includes strategies that develop resilience,

Self-esteem and social skills

- Students, teachers, parents and community have shared beliefs and understandings about bullying
- Student feedback is encouraged through surveys, forums and class meetings
- Children are encouraged to report incidents of bullying. (as a victim or observer) to teachers, parents, the student wellbeing leader, the deputy principal or the principal. The bystander's role is a strong component of incident reports and prevention.

and they should be encouraged to report.

- Parents are encouraged to contact the school if they become aware of an issue, referring the issue to the Principal or Deputy Principal
- Recognition is given for positive behaviour and resolution of issues
- Everyone in the community is alerted to signs and evidence of bullying and are aware the student wellbeing is a shared responsibility.

### **Intervention:**

- All reported incidents or allegations of bullying are fully investigated
- Incidents of bullying are documented and monitored by Principal, Deputy Principal and Student Wellbeing Leader
- Management of issue is monitored and feedback is given to persons associated with the issue and its resolution.
- Consequences for bullying are implemented consistent with the school's Behaviour Management Policy

### **Post Violation:**

- If required families are linked with counselling/support services as appropriate