



TRINITY CATHOLIC SCHOOL
In Unity Strength

Trinity Catholic School

Appendix A: Serious Misconduct, Bullying & Cyberbullying

RATIONALE

At Trinity Catholic School we do not tolerate bullying in any form. All members of our school community are committed to ensuring a caring and safe environment, which promotes personal growth and positive self-esteem.

We believe and expect that all members of our school community have the and right to learn and play in a safe environment.

At Trinity Catholic School, we nurture our six School Values. These are:

Welcome, Respect, Resilience, Excellence, Spirituality, and Community.

DEFINITION

Bullying is repeated intimidation over time of a physical, verbal or psychological nature of a less powerful person by a more powerful person or a group of persons. (Farrington, cited by Rigby 1993). Bullying can happen in person or online.

Bullying includes:

- Verbal bullying eg hurtful teasing, ridicule and yelling
- Nasty body language
- Physical bullying eg hitting, kicking, pushing and shoving
- Malicious gossip
- Racist comments
- Exclusion
- Threats of violence
- All forms of Cyberbullying
- Phone, internet and email abuse
- Sexual harassment
- Damage to and removal of property
- Use of weapons
- Humiliation
- Stand over tactics

- Playing mean practical jokes
- Criminal acts

Seven Elements of Bullying:

1. A desire to inflict hurt.
2. That desire is expressed as physical or verbal action.
3. The action is hurtful and plays upon student (victim) vulnerability.
4. There is power inequality.
5. The actions are without justification, although the bully may try to present an argument.
6. The actions or bullying behaviours are repeated.
7. There is evident enjoyment felt by the bully.

(Rigby, 1996)

Possible Indicators of A Child Being Bullied:

Physical:

- Unexplained bruises, scratches or cuts.
- Damage to personal property.

Psychosomatic

- Frequent minor illness- headaches, tummy upsets, accompanied by mood change.

Behavioural:

- Deterioration in school performance or loss of interest/enthusiasm.
- Requests for parents to drive or collect them from school even if school is within walking distance.
- School refusal.
- Asking for or stealing money (to pay the bully).
- Have few friends.
- Avoidance of specific places or social events.

Behaviour changes:

- A child returning home in bad humour but refusing to say why.
- Temper outbursts.
- Appearing upset, unhappy, tearful, distressed.
- Stops eating.
- May wet bed.
- Sleeps poorly.

Bullying Prevention at Trinity Catholic School

As a school community we endeavour to prevent bullying, through a variety of approaches and in collaboration of all parties concerned i.e. Staff, Students and Parents.

This requires the Principal to:

- Ensure that all Staff receive relevant professional development in order to carry out our Behavioural Management Policy and to recognise bullying behaviour.
- Where appropriate, remind children of the appropriate playground behaviour and the consequences of inappropriate behaviour.

- Communicate to Parents through the Parent handbook and through school newsletters, the school app and other regular forms of communication about our Behaviour Management Policy, including the Anti-Bullying Policy.
- Investigate bullying behaviours with the parties involved, i.e. the bully or bullies, the victim(s), active or passive bystanders.
- Arrange appointments to discuss the incident in collaboration with the Staff, Parents and Children.
- Add Students involved in bullying onto the Bullying Register, located in the Deputy Principal's office.

This requires Staff to:

- Faithfully follow our Behavioural Management Policy and the designated procedures, i.e. at the beginning of each year to revise the school rules in their grades and discuss consequences with their children, follow through with reflection sheets, and communicate regularly with parents.
- Investigate bullying behaviours with the parties involved, i.e. the bully or bullies, the victim(s), active or passive bystanders.
- At the beginning of each Term remind children of the appropriate playground behaviour and the consequences of inappropriate behaviour.
- Show that they are serious about tackling the problem, i.e. reveal to all concerned just how seriously the school regards the bullying behaviour.
- Teach relevant Social Emotional Learning as part of the curriculum, and particular programs which assist children to develop positive self-esteem and moral judgement and values.
- Be role model in words and action, model assertive rather than aggressive behaviour.
- Be observant to signs of distress or suspected incidents of bullying.
- Make efforts to remove occasions for bullying by:
 - ensuring that the playground, toilets, corridors, and hidden areas of your school are patrolled regularly while on Yard Duty.
 - arrive at Class, Yard Duty, and Class line punctually.
- Take steps to help victims and those exhibiting bullying behaviour.
- Listen to concerns; offer support and if necessary assistance making it clear that something will be done acting sensitively and discretely.
- Take heed of Parents' concerns, assuring confidentiality.

This requires the Children to:

- Refuse to be involved in any bullying.
- Do not stand by and watch – get help!
- If you know of serious bullying tell a trusted Staff Member the victim may be too scared to tell.
- If bullying occurs when and where you are present, if appropriate take some form of preventative action. Show that you and your friends disapprove.
- Report the incident or suspected incident even if you are not involved.

This requires the Parents to:

- Communicate regularly with your children and to listen carefully to what they are saying or not saying and be aware of any signs or symptoms.
- Do not attempt to "sort out" the bullying yourself as this usually results in escalation.
- Do not encourage your child to retaliate as this may compound the problem.
- Advise your child to tell his/her teacher or another trusted Staff Member about the incident.
- Inform the school that bullying is suspected.
- Attend Meetings at the school if requested, ensuring open communication with staff, Principal and Deputy Principal

Consequences

Bullying behaviour is considered a Serious Misbehaviour and is included in the Behaviour Management Policy section titled "Serious Misbehaviour."

In our school a “Serious Misbehaviour” is one in which the behaviour of a Student:

1. Seriously undermines the Catholic Ethos of our School.
2. Seriously undermines our School Values
3. Consistently and deliberately fails to comply with any lawful order of the Principal or Teacher.
4. Is offensive or dangerous to the physical or emotional health of any Staff Member, Student or themselves.
5. Consistently and deliberately interferes with the educational opportunities of other Students.

Children involved in the issue, whether as those acting out bullying behaviour, or those experiencing it, will be involved in our process. When a “bullying” incident occurs, the follow process will be followed:

1. In the first instance, the teacher involved will investigate the issue, to ascertain the nature of the issue, the students involved, etc, and will gather evidence from those involved, in the form of notes, reflection sheets, and behaviour reports.
2. The Staff member will notify the Principal of the “serious misconduct” and will brief the Principal (or Principal’s nominee).
3. The Staff Member and Principal (or Principal’s Nominee) will interview the child and his/her Parents to outline the problem and determine supports/ consequences. At this interview support for the child will be offered from our Behaviour Support Group.
4. The children will be referred to Behaviour Support Group, which will consider ways to support the student in behaviour change, and support the student/s who have been victims of the behaviour. The Behaviour Support Group will make recommendations to the Principal. The outcome of these recommendations will be relayed to the parent or parents concerned. They may form the basis of an Individual Behaviour Plan, if necessary.
5. Assistance from outside agencies may be sought, eg: Sth Central Zone Educational Co-ordinator and Psychologist.
6. In some instances, where the behaviour of a Student is deemed to cause immediate or ongoing harm, distress or danger or danger to others, it may be necessary to withdraw or suspend him/her from the school community, as outlined in the Behaviour Management Policy. Any student found to bully another student will be added to the bullying register, located in the Deputy Principal’s office.