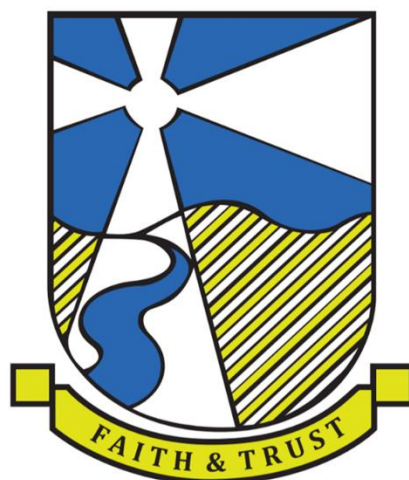


St Joseph's Catholic Primary School

Bullying Prevention Framework



**A Catholic School of excellence where
every child is known.**



St Joseph's Catholic Primary School, Pinjarra

Bullying Prevention Framework for St Joseph's Catholic Primary School, Pinjarra.

Overview

This Bullying Prevention plan centres on our school-wide **URSTRONG** positive relationship strategy, designed to shift our school towards a culture of kindness and respect. The key factors include:

- A consistent, whole-school approach so that teachers and parents are using the same language to support students
- A skills-based strategy that empowers students to self-govern and make healthy choices in their relationships
- Child-friendly language and pedagogy that promotes learning, retention and application of knowledge and skills
- Proactive system that teaches interpersonal skills and conflict-resolution at a young age.

Our Goals

- Decrease in the number of instances of conflict reported, as students are better equipped to manage conflict in a healthy way on their own.
- Increase in self-esteem among students who feel empowered to stand up for themselves.
- Decrease in 'Mean-on-Purpose' behaviours as students who exhibit those behaviours experience immediate consequences in the most effective way (by their peers).
- Improved ability for educators to identify serious anti-social behaviours (e.g. oppositional defiance, conclusive bullying, etc.) and provide deeper interventions for students experiencing mental health issues.
- New language (i.e. "Mean-on-Purpose") that focuses specifically on the behaviour and reduces the 'bully stigma'.
- Strengthened relationships between teachers and parents through a common, consistent language to better guide children.
- Increase in students' feelings of support, trust, and safety, knowing teachers and parents are on the same team, coaching them along.
- Improved academic performance in all students, as students have reduced anxiety and are less distracted by conflict and unhealthy peer relations.

Key Understandings

- Providing children, at an early age, with the skills and language to normalise and manage conflict, plus differentiate everyday disagreements (Friendship Fires®) from Mean-on- Purpose behaviour, is the most effective strategy to prevent bullying.
- URSTRONG employs kid-friendly language and concepts to maximise knowledge retention and skills development, addressing children across the full 'sensitivity spectrum', from shy/sensitive children to the outspoken/outgoing children.
- "Bullying" is a term that is misused and results in students, teachers, and parents labelling a child a "bully." The term is used in quotations for this reason. With the evidence-based theories of Growth Mindset and

Unconditional Positive Regard at the forefront, we will support children through their social-emotional development and recognise they are still learning.

- The URSTRONG methodology outlines that conflict is defined into two categories:
- Normal conflict (e.g. hurt feelings, misunderstandings) referred to as a Friendship Fire®
- Actions that are intentionally unkind or cruel referred to as Mean-on-Purpose behaviour
- Skills-based, practical strategies must be implemented in order to create change.
- Students, parents, and teachers must 'speak the same language', working together to achieve a common goal.
- ALL students (the Perpetrator, the Victim, and the Bystander) need guidance and support.
- Interpersonal skills and conflict-resolution are skills that need to be explicitly taught.

Our Commitment

We are committed to the social-emotional wellbeing of our students and recognise that this is the foundation to raising flourishing learners. We make every effort to:

- Ensure the safety of all children. Our school will be a safe place for all children, parents and educators.
- Role-model kindness and respect for our students and create a friendly school culture.
- Provide "Talk-it-Out" spaces in our school to ensure students have a place to put out their Friendship Fires®. Students will be given time to resolve conflicts, as we know that learning cannot take place when children are upset.
- Encourage healthy friendships at our school and not force children to work with students they are in conflict with. We expect our students to be friendly to everyone but recognise that friendships/relationships are a choice.
- Teach URSTRONG's curriculum, Friendology, as a Whole-School approach and utilise the language and skills into our daily practices. We will receive regular Professional Development to stay on the pulse of best practices.
- Systematically record and monitor Mean-on-Purpose Behaviour and support Victims, Perpetrators, and Bystanders.
- Work as a team with parents and provide support, guidance and opportunities to learn. We will bring in speakers and experts when possible.
- Seek help from professionals and experts when deeper interventions are necessary.
- Communicate and share this Bullying Prevention Framework with parents, educators and students. It will be available in the office and online.

Aligned programs and strategies

We are committed to integrating other effective programs and strategies to support the social-emotional wellbeing of our students. Some of these include:

- Berry Street Education Model.

The Berry Street Education Model equips educators with practical, classroom-based strategies to increase the engagement of all students, including those with complex learning needs. This whole school, trauma

informed education program, supports students' self-regulation, relationships and well-being and promote safe and healthy classrooms for all students.

-Levels of Behaviour Framework.

Levels of Behaviour is a teaching framework that engages students and teachers to develop understandings of behaviour and consequence. The framework has been shown to facilitate the following outcomes:

1. Shared understanding of class purpose
2. Explicit understandings of behaviours that support class learning and how they will be positively supported in class
3. Explicit understanding of behaviours that impede learning and what all stakeholders can expect will guide teacher decision making and actions.

-Restorative Practice.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

These questions are used by staff in one-to-one conversations, small groups or more formal restorative mediation conferences.

When things go wrong...

- What happened?
- What were you thinking at the time?
- Who has been hurt?
- What do you need to do to fix it?

When someone is hurt...

- What did you think about what happened?
- How have you and others been hurt?
- What is the hardest thing for you?
- What do you think needs to happen to make things right?

-Code of Conduct.

The purpose of the St Joseph's Catholic Primary School Code of Conduct is to describe the minimum standards of conduct in all behaviour and decision making to ensure the safety and wellbeing of the students.

The Code applies to all within our school community including staff, students, volunteers, parents, and guardians as applicable.

Conduct Statements

1. You act safely and competently.
2. You give priority to students' safety and well-being in all your behaviour and decision making.
3. You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.
4. You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.
5. You respect the dignity, culture, values and beliefs of each member of the school community.
6. You treat personal information about members of the school community as private and confidential.
7. You give impartial, honest, and accurate information about the education, safety and well-being of students.
8. You support all members of the school community in making informed decisions about students.
9. You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.

10. You maintain and build on the community's trust and confidence in Catholic schools and the Church.
11. You act reflectively and ethically.
12. You allow students to have a voice in their education, safety, and wellbeing.

Educators and School Staff

Educators and school staff, parents and caregivers, and students all have an integral role to play in ensuring the success of this Bullying Prevention Framework:

EDUCATORS AND SCHOOL STAFF ARE EXPECTED TO MAKE EVERY EFFORT TO:

- Work as a team with the parents, recognising they have many children and families with diverse backgrounds to support.
- Reinforce the skills, language, and strategies that our school is employing so that children are receiving consistent messages between school and home.
- Teach and reinforce the Friendology curriculum.
- Avoid using the term "bullying" at school and shift to using the terms: Friendship Fire® and Mean-on-Purpose behaviour.
- Attend professional development in social-emotional learning to ensure they're on the pulse of best practices to support student wellbeing.
- Role-model kindness and respect at our school to help create a friendly school culture.

Parents and Caregivers

Parents and Caregivers are an integral part of our Bullying Prevention Framework.

In order to ensure the success of this plan:

PARENTS AND CAREGIVERS ARE EXPECTED TO MAKE EVERY EFFORT TO:

- Work as a team with the educators, recognising they have many children and families with diverse backgrounds to support.
- Reinforce the skills, language, and strategies that our school is employing so that children are receiving consistent messages between school and home.
- Avoid using the term "bullying" at home and shift to using the terms: Friendship Fire® and Mean-on-Purpose behaviour.
- Attend workshops and presentations to continue learning and strengthen that sense of community. Parents are highly encouraged to utilise the resources and videos available to URSTRONG Families (accessible through URSTRONG's free Parent Membership) to get deeper insight into the friendship skills curriculum.
- Role-model kindness and respect at our school to help create a friendly school culture.

Our Students

Students and their social-emotional wellbeing are at the heart of our Bullying Prevention Framework. In order to ensure the success of this plan:

STUDENTS ARE EXPECTED TO MAKE EVERY EFFORT TO:

- Use the skills, language, and strategies to put out their Friendship Fires® and stand up to Mean-on-Purpose behaviour.
- Avoid using the term "bullying" at home and school and shift to using the terms: Friendship Fire® and Mean-on-Purpose behaviour.

-Follow the guidance of teachers and parents, recognising they are coaches-not problem-solvers.

-Role-model kindness and respect at our school to help create a friendly school culture.

Exhibiting Mean-On-Purpose Behaviour

When a child has exhibited Mean-on-Purpose behaviour, the following actions will be taken:

-After one report, no action is required from teacher if the student reporting used their Quick Comeback. This is because the student who used a Quick Comeback and reported administered the most effective consequence.

-After two reports, the classroom teacher will speak briefly with this child who has been Mean-on-Purpose.

-After three reports, the teacher has a meeting with the student to try to determine the causal factors and provide one-on-one support and further interventions are sought if required (e.g. self-regulation and de-escalation strategies, etc.). The teacher is expected to monitor and check-in with the student and the parents.

Who is the Victim

When a child has been the victim of Mean-on-Purpose behaviour, the following actions will be taken:

-They are congratulated ("*Good job!*", "*I'm proud of you! Thanks for letting me know!*") for using their Quick Comeback and reporting. NOTE: If a Quick Comeback was not used, the teacher is expected to practice quickly with that student and encourage them to use their Quick Comeback next time. The teacher reminds the student, "You teach people how to treat you" and explains that Mean-on-Purpose behaviour is not allowed at our school.

-The teacher is expected to remind the student of the Friend-o-Meter, encourage them to spend time with friends in the Green-Zone, and remind them they deserve to be treated with love and respect.

-For a student who is repeatedly a victim (3 or more times) of Mean-on-Purpose behaviour, the teacher has a meeting with the student to try to determine the causal factors and provide one-on-one support and further interventions are sought if required (e.g. Building self-worth and compassion resources, etc). The teacher is expected to monitor and check-in with the student and the parents.

IMPORTANT NOTE: It is extremely important that this meeting is not seen as a consequence for reporting – the child needs to feel supported and recognise this is coming from a place of love and support to ensure the child feels safe at school.

Who is a Bystander

When a child has been witness to Mean-on-Purpose behaviour, the following actions will be taken:

The student is reminded to use their Quick Comeback when they witness Mean-on-Purpose behaviour. The student is also reminded that we are a safe and caring school and Mean-on-Purpose behaviour is not allowed.

General

How to Talk-It-Out when you need to apologise:

1. Find a good time to talk, just the two of you.
2. In a calm, serious voice, retell the situation.
3. Then say: "I'm sorry for...Instead I should have..."
4. Listen to their side and Talk-It-Out until the Fire-is-Out!