

ST COLUMBA'S CATHOLIC COLLEGE



ACT JUSTLY

ANTI-BULLYING POLICY

Other Related Documents:

- St Columba's Staff Handbook
- Anti-Bullying Policy – Parramatta CEDP.
- Anti-Discrimination – Parramatta CEDP
- Countering discrimination, harassment and bullying – Parramatta CEDP
- Complaint Handling procedures and guidelines – Parramatta CEDP

Contact People:

Leaders of Mission

Head of Mission: Mr Ross Gawthorne

Assistant Principal: Mrs Peta Sparkes

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July 2013	Working Document	October 2017
LAST REVIEWED		
October 2016		

Student Code of Conduct - Bullying

BULLYING

At St Columba's Catholic College, we believe that all students have the right to learn in a safe environment. We commit our students to act justly by expecting "honesty and courage in their words and actions and by fostering respectful relationships." (School Mission statement)

As a Catholic School we are committed to developing an educational and organisational culture based on mutual trust and respect. Bullying is contrary to Gospel values and detrimental to the school's ethos of and promotion of justice and inclusivity.

School Responsibilities:

It is the responsibility of the school to ensure the Anti-Bullying Policy and procedures are implemented so that a culture of care is developed and maintained and that there is zero tolerance towards bullying.

Our commitment towards duty of care requires us to take all reasonable measures to ensure that the school is a safe place for students and staff. This means we have a responsibility to ensure that our school offers a safe learning environment for all our students, free from victimization, harassment, abuse, vilification and unlawful discrimination.

St Columba's Anti-Bullying Policy is aligned to the CEDP's Anti-Bullying Policy and the guiding principles of the National Safe Schools Framework.

Related Documents:

- St Columba's Responsible Use of Technology Policy
- Student Columba's Student Management Policy

What Is Bullying?

"Bullying may be defined as a student being exposed, repeatedly and overtime to intentional injury or discomfort inflicted by one or more students." (Olweus, 1993)

Bullying behaviours include:

- direct physical attacks such as hitting, tripping, pushing, throwing things etc.
- name calling, mocking, insulting or belittling someone
- making insulting racist or sexist comments or comments about sexual orientation
- trying to damage someone's reputation, spreading rumours
- using verbal or non-verbal put downs
- playing nasty practical jokes
- physical intimidation
- social exclusion
- cyberbullying (via e-mail, chatrooms, text messages etc.)

Consequences of Bullying

Students who are victims of bullying behaviour may experience effects that range from low levels of psychological well-being and social adjustments, to high levels of psychological distress and adverse physical health symptoms.

School Curriculum:

The school curriculum will be used to:

- raise awareness about bullying behaviour
- increase understanding about victims of bullying
- help build an anti-bullying ethos in the school
- explore ways for students to build resilience

The issue of bullying is addressed in the following cross-curricula areas:

- Year 9 Religious Education – Moral Decision Making. The assessment task focuses on cyber morality.
- PDHPE
- English

Opportunities to raise awareness about bullying should occur:

- in classrooms
- at school and year assemblies
- at S.R.C. meetings
- in year 7 & 8 Anti-Bullying Programmes
- through talks by Police Officers

Opportunities to build a positive culture in the school could include:

- award ceremonies
- merit ward system
- quality teaching and learning
- presentation ceremonies
- leadership programmes

Four Step Procedure for Addressing Incidents of Bullying

It is essential that any student who is being bullied or witnesses incidents of bullying feel that he/she will be listened to and supported and appropriate measures will be taken to ensure their physical and emotional well-being.

Disclosure should involve an adult/s and can be open or anonymous. All students need to be challenged to promote a culture of responsible reporting.

STEP ONE:

“Initial Interview Form (Blue Form)” is completed by LOM following notification of incident This response must include details of:

- the nature of the complaint
- who made the complaint
- date / time / location
- to whom the complaint was made OR what the staff member witnessed.

If the person who made the initial complaint is not the victim, the victim is then interviewed.

The student being bullied may bring a support person (parent or friend) to the interview.

(In compiling the report from the victim confidentiality and procedural fairness must be considered.)

If, following initial investigation, LOM determines the incident to be a possible case of bullying, the matter is referred to the HOM

STEP TWO - Interview the bully_(Support person can be parent or friend)

Complete bullying report after consultation with relevant staff and school counsellor.

STEP THREE – Determination / Intervention

- consequence issued – confirmed cases of bullying will result in suspension from the College
- restorative conference (if requested or advised)
- parents of victim and bully contacted
- follow-up plan for victim
- when bullying behaviour involves a crime, such as common assault, a report to the police may be made.
- incidents of bullying that interfere with the safety and well-being of other students, and that constitute aggressive behaviour, (including abuse transmitted electronically by e-mail, websites and SMS text messages), need to be reviewed in the context of other relevant diocesan student welfare policies.

STEP FOUR – Monitoring Follow Up Plan

LOM meets with victim and bully (separately) weekly to enquire about the efficacy of the intervention and records meetings on the bottom of the blue form.

School Documentation

All notes relating to a complaint of bullying should be kept in both the victim and bullies central student file, and recorded on Iris under Pastoral Incident for the bully and Supplementary Notes for the victim

What Students Can Do:

Students should:

- remember that all students have a right to feel safe and not be bullied
- not feel ashamed if they are bullied
- report bullying when it occurs. Doing nothing can lend support to bullies.
- tell someone if you are being bullied.
- ask parents, teachers, school counsellor for help and advice. A friend can help and support students to report bullying.
- seek advice from the Police-School Liaison Officer Phone: 4751 0299
- Kids' Helpline Website: <http://www.kidshelp.com.au/> Phone: 1800 55 1800

What Parents Can Do:

We acknowledge our partnership with parent / caregivers and value their support in our endeavour to make our school a bully-free environment

Parent / Caregivers Should:

- watch for signs of bullying
- listen and take seriously comments that your son / daughter make about bullying
- reassure your child that reporting bullying is the right thing to do
- encourage your child to talk to someone he / she trusts at school
- work with the school to develop strategies that will support your child at school.
- implement cyber safety networks. Visit www.cybersmart.gov.au

Strategies for dealing with bullying

1. The Method of Shared Concern

This approach aims to establish the ground rules to help children get on in school. This is at the heart of the Mission Statement and the policies that follow from it. It is evident in the modelling of behaviour by staff in their interactions with students and with other members of staff.

It is intended to help young people to be better functioning and is best combined with specific action targeted on significant individuals.

2. The No Blame Approach

Aims to tap into children's capacity for empathy.

3. Restorative Justice

4. Incident Reporting

Fosters an atmosphere in which children can disclose openly and confidentially. This enables children to offload worry, give support because they know that notice will be taken and action will follow.

5. Resilience Training

The aim is to enable bullied students to develop greater range of skills and responses when caring for themselves. Students need to develop the confidence to take control of situations using responses which "de-escalate" conflicts.

What made you behave this way?
<i>What were you thinking?</i>
<i>What were you feeling?</i>
<i>What was happening around you?</i>
<i>Next time you are thinking and feeling this way, what can you do to act in a more positive way?</i>
<i>What do you think will be the result of doing things in a positive way?</i>

Your Signature: _____

Leader of Mission/Learning Signature: _____

St Columba's Catholic College

Initial Interview Form (Blue Form)

Person(s) undertaking interview: _____

Date: _____

Student(s) being bullied: _____

Student(s) bullying: _____

Any other person(s) present, if so their names: _____

Brief description of the incident

When did the incident take place?

Where did the incident take place?

Witnesses and/or other students indirectly involved (attach statements or include statements below)

What form of bullying took place (is taking place), e.g. verbal abuse, physical abuse, intimidation, unpleasant gestures, exclusion, electronic or handwritten messages etc

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Review date(s) and sign off	Review Date:	LOM sign off
Review date #1		
Review date #2		
Further review dates:		