ST ANDREW'S CATHEDRAL SCHOOL

RESPONSE TO AND PREVENTION OF BULLYING PROCEDURES

YEARS K-12

RATIONALE

St Andrew's Cathedral School seeks to be a safe, supportive and respectful teaching and learning community that promotes student wellbeing. A guiding principle as to relationships is Jesus' summary of the Ten Commandments in the Gospels: Love your neighbour as you love yourself.

School aims and practices establish the expectation and culture of support and respect for one another. The school is committed to creating an environment that encourages tolerance, inclusiveness and diversity and within which individuals feel valued and respected. The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right to feel secure and safe in their school environment.

 Through and beyond the curriculum, in all areas of school life, students are guided towards

- Developing a personal understanding of the Christian faith
- Developing the ability to make moral judgments
- Growing in their understanding of diversity of background, ability and talent
- Developing personal autonomy, confidence, self-efficacy and self-worth

St Andrew's Cathedral School is committed to the Guiding Principles of the 'National Safe Schools Framework' and consequently will:

- affirm the rights of all members of the School community to feel *safe* and *be* safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfil the School's child protection responsibilities
- encourage the active participation of all School community members in developing and maintaining a safe School community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe
- commit to developing a safe school community through a whole-school and evidence-based approach.

DEFINITIONS

Bullying
"…….is hurtful behaviour directed by more powerful individuals or groups against those who are less powerful. It is typically repeated, often enjoyed by the bully or bullies but never justified"

<div align="right">Dr. Ken Rigby, March 2000</div>

- Bullying can be usefully defined as repeated oppression, physical or psychological, of an individual by another individual or group. It is not the same as conflict, violence or disagreement – although it may, of course, involve all these things.

- Bullying is any ongoing wilful, conscious behaviour that hurts another person, either physically or psychologically.

- Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

- Conflict or fights between equals and single incidents are not defined as bullying.

- Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

For use with younger students

- Bullying is when someone keeps picking on another child again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them.

- Although it isn't nice if someone says or does something mean to someone else, we don't necessarily call that bullying. It also isn't bullying if children have a one-off argument.

For use with older students

- Bullying is when one student (or a group) keeps picking on another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them.

- Although it's neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it isn't bullying. A fight or disagreement between students of equal power or status isn't bullying.

PROCEDURES

School Code of Behaviour (as printed in student Yearbook) underpins these Guidelines and states:

Jesus calls people to love God and each other. We show our love in the way we treat one another. Therefore, characterised by Grace, Integrity and Justice, we emphasise the worth of every person. For these reasons, all St Andrew's Cathedral School students are to know, understand and apply the following Code of Behaviour:

- ➤ I will be honest, considerate and respectful, seeking to serve others.
- ➤ I will be regular in my attendance, punctual to class, properly prepared for lessons and work to achieve my academic potential.
- ➤ I will respect every student's right to learn in a positive environment and I will respect the authority of those who have responsibility for me.
- ➤ I will be polite, act safely and care for all persons and property.
- ➤ I will take pride in myself and my school, adhering to its Rules, Procedures and Regulations.

SACS Student Rights and Responsibilities

The rights and responsibilities are based on the fundamental rights of students to be successful learners, to grow as confident and creative individuals and develop as active and informed citizens. (National Declaration on the Educational Goals for Young Australians, Melbourne, 2008)

	Students have the right to	Students have the responsibility to
Confident and creative individuals (Heart)	1. be treated with understanding, respect, kindness and courtesy	1. treat others kindly and with understanding, empathy and respect 2. be well mannered at all times 3. respect the authority of teachers, and members of staff, and to follow their instructions
	2. expect that their personal property will be safe 3. a clean, safe, well maintained and pleasant School environment	4. respect others' property 5. look after the School environment and report misuse
	4. a safe and healthy environment	6. not use or possess banned items, drugs or alcohol 7. act so as to avoid any harm coming to myself or others 8. immediately report to a teacher any matter or situation that may cause harm
Successful Learning (Mind)	5. learn and not to be deprived of this right and opportunity by the behaviour of others	9. be willing to learn, being adequately prepared and organised 10. behave responsibly and to ensure lessons and school activities can proceed productively 11. attend class regularly and be in the right place at the right time
	6. benefit from the good name of the School	12. choose behaviours that reflect well on self and maintain the School's good name 13. wear the uniform neatly, correctly, and with dignity
Active and informed citizens (Life)	7. justice and fair treatment	14. be truthful in all situations 15. report injustice in the School community to a teacher 16. accept the authority of the School
	8. express their views, including those about the School and School based matters, appropriately	17. express their views appropriately and sensitively towards others and respect the views of others
	9. make decisions for themselves	18. think carefully before making decisions and accept the consequences which may come from their decisions

Students and staff are aware that harassment and bullying behaviours are unacceptable:

- Students are made aware of the Guidelines as part of their welfare, PDHPE programs, external speakers and assemblies. Staff are aware of the Guidelines through induction programs and Professional Development.

- Staff encourage those in their care to disclose bullying behaviours which they have witnessed or to which they have been subjected, so that a culture of disclosure is accepted.

- Staff on playground duty are alert for bullying behaviours and intervene if they witness such a situation. Any incident should be notified to the relevant Year Coordinator / Heads of House / Stage Coordinators. In serious cases this should be reported to the Head of Division or Deputy Head of School.

Parents are aware that bullying behaviours are unacceptable:

- Parents are informed of the Guidelines through Parent Information Evenings, Yearbooks, Parent booklets, newsletters and the School web pages.

- Parents encourage their child to talk to them about their social life at school.

- Parents are encouraged to report to the Year Coordinator / Stage Coordinator or Head of House incidences of alleged harassment and bullying behaviours to which their child may have been subjected.

- The School will utilise a variety of strategies to address bullying issues.

- Action will be taken to protect students who are harassed/ bullied.

COMPLAINT OF HARASSMENT OR BULLYING

- Students and/or parents can make a complaint in person, by phone, by e-mail (bullying@sacs.nsw.edu.au) or file a formal written complaint of harassment using the Harassment Complaint Form available from Reception, Stage Coordinators, Heads of House and Year, School Counsellors or on the School's web site. This is a written statement to which evidence can be attached.

- The incident is reported to the Head of School or his delegate. The Head of School's delegate will usually be the Head of Division, Head of House or Head of Year.

- The health, safety and security of student/s need to be established and protected by conducting a risk assessment.

- Students involved need to be placed in a secure and safe place, monitored by a staff member if necessary.

- If the incident falls under Child Protection guidelines for mandatory reporting, the matter should be reported to the Police.

- The parents/guardians of the person being bullied will be notified of the incident. The parents/guardians should also be notified that a support person (i.e. the School Counsellor, a

Special Needs teacher, School Chaplain or Head of House/ Year) is available to assist the student/family.

- The person accused of the negative interaction are interviewed to get their perspective of what has occurred.

- If necessary the student and family are invited to a meeting with the senior staff member who conducted the investigation, the Head of School or his delegate and another senior staff member, preferably the School Counsellor. At this meeting, the parents and the student should have an opportunity to clarify their response to the incident and to the student's statement. At the same time, care should be taken to invite the parents/guardians and the student to place before the meeting any mitigating circumstances which the parents/guardians feel have any bearing on the incident itself, the "facts" surrounding the incident, and the possible consequences that might be imposed by the School. No determination should be made at this particular meeting in respect of consequences and the meeting should be adjourned in order to clarify relevant information that was presented at the interview.

- The details of the situation, together with the parents' and students' responses are assessed. The Head of School or his delegate will determine the consequences in accordance with the guidelines of the School and the Code of Conduct, having regard to the matters earlier raised by the parents/guardians/student. The Head of School or his delegate may discuss the incident and appropriate consequences with the School Counsellor, the Head of House/Year, the School Chaplain or the Tutor Teacher.

CONSEQUENCES

The Head of School or his delegate based on the information gained will decide on the most appropriate course of action that follows: this may include one or more of the following methods based on the work of Ken Rigby:

The Traditional Disciplinary Method
Strengthening the Victim – developing resilience and assertiveness
Mediation, including peer mediation
The Method of Shared Concern

In some instances, these approaches may not be deemed appropriate for the situation at hand and immediate consequences will be taken.

- The student who has displayed behaviour consistent with harassment may be placed on a contract and must commit to change. **In the first instance this will be a verbal contract**. Further consequences may include apologies to the complainant, bystanders and others. Help will be offered from the School Counsellor.
- For **a second or more serious incident** the student and their parents will sign a written contract. Students may be suspended internally.
- Finally, any serous incident of harassment or bullying or student who has continued to engage in harassment will reported to the Head/Deputy Head of School. Sanctions may include suspension or expulsion.
- If necessary the Police Youth Liaison Officer (Annalese Ryan) can be contacted on (02) 9265 6414. Further support services can be contacted through the Divisional Head and/or the School Counsellor.

The School will keep a register of all reports and allegations made by staff, students, parents and/or community members surrounding negative behaviour.

APPENDIX

1. Different Types of Bullying

Bullying can be divided into face-to-face bullying or covert bullying (including cyberbullying).

- Face-to-face bullying

  Face-to-face bullying (sometimes referred to as direct bullying) is overt and easier for adults to detect and respond to. It may involve physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.

- Covert bullying

  Covert bullying (sometimes referred to as indirect bullying) is a type of bullying that adults usually do not know about or do not acknowledge because I tis hidden from them (Cross *et al.,* 2009). Covert bullying can be as subtle as repeatedly frightening someone with a constant contemptuous stare (Rivers, 2001), but it more often involves 'relational bullying' which is the intentional manipulation and damage of peer relationships leading to social exclusion (Crick & Grotpeter, 1995). The tactics used may include, for example, making false allegations (e.g. that the targeted student has violated significant friendship 'rules'), spreading rumours about them or their family or conducting a malicious social exclusion campaign through the use of internet or mobile phone technologies (Cross *et al,* 2009; Bjorkqvist *et al.,* 1992; Crick & Grotpeter, 1995).

  Covert bullying was perceived in previous years to be a less harmful type of bullying or as not really bullying at all (Boulton & Flemington, 1996; Rivers and Soutter, 1996; Bauman & del Rio, 2006; Birkinshaw & Eslea, 1998). However it is now recognised that many forms of covert bullying appear to have significant potential for serious harm, especially those forms that involve anonymity (i.e. the targeted student does not know who is doing it to them) and/or public humiliation (e.g. by texting or posting online embarrassing images or malicious text) (Cross *et al,* 2009; Smith *et al,* 2008; Sourander *et al.,* 2010).

  Rivers (2001a) argues that covert bullying appears to be linked more strongly than other forms of bullying to both asbsenteeism and poor school performance, and that teachers need to be aware that students who start to perform poorly or not turn up for school may be on the receiving end of this more insidious type of bullying that can be very difficult for students to explain and substantiate.

  Cyberbullying

- Cyberbullying is a specific type of covert bullying which has been defined as:

  > *An aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself (Smith et al., 2008:376)*

The use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm another. (Belsey, 2008)

- Cyberbullying has been described by many researchers (e.g. Cross *et al.,* 2009; Shariff, 2005; Smith *et al.* 2008) as a challenging new kind of bullying that has both similar and different characteristics from 'traditional' bullying. It is more difficult for adults to detect or track, and almost half of those victimised do not know the identity of the student(s) who are attempting to harm them. Cyberbullying frequently involves 'relational bullying' but can also involve covert verbal attacks that insult, threaten or humiliate.

- In Australia, cyberbullying appears to most commonly involve the malicious, targeted and repeated use of instant messaging and text messages (Cross *et al.,* 2009) with a trend towards the use of social networking sites (e.g. MSN, Facebook, MySpace and Bebo) by older students. This form of bullying can be very difficult for adults to detect or track, and students who are the target of this type of bullying often do not know the identity of the perpetrator. Slonje and Smith (2008) found that cyberbullying using transmitted or posted picture/video clips was perceived by students as being more severe than other forms of cyberbullying primarily due to the large potential audience for the resulting humiliation.

- Cross *et al.* (2009), Rivers & Noret (2010) and Sourander *et al.* (2010) have identified that most students who cyberbully also bully off-line and most students who are cyberbullied are also bullied offline. There are many similarities and differences between bullying and cyberbullying (e.g. refer to McGrath, 2009).

(*MCEECDYA, National Safe Schools Framework, Resource Manual, pages 75-76*)

2. Harassment

Harassment
- is behaviour which is unwelcome, unreciprocated, uninvited and usually repeated and may also be of a sexual nature.
- may be based on misunderstanding or be a deliberate act based on a subjective perspective.
- includes insulting, demeaning, humiliating, offensive, vilifying or intimidatory behaviour or behaviour which incites hatred of others.

3. **Counselling/Advice**

Kids Help Line: 1800 55 1800 (www.kidshelp.com.au)
(24 hour telephone and on line counselling your children and teenagers)

LifeLine 13 11 14 (www.lifeline.org.au)
(Free phone counselling for all ages)

Mental Health 1300 302 980 (24 hour mental health advice and information service)

Reachout (www.reachout.com.au)
(Web based mental health service providing information on helping young people get through rough times)

iPhone/Smartphone Apps – Anti-bullying/Harassment:

Take a stand AUS-Free

Bullying UK- Free

Stop!! Cyberbullying 101 USA-Free

Websites:

http://australia.gov.au/topics/education-and-training/resources-for-schools

http://www.bullyingnoway.gov.au

http://www.ncab.org.au/

http://bully.enoughisenough.org.au

http://www.stopbullying.gov/

www.cybersmart.gov.au

www.reachout.com.au

www.kenrigby.net

http://www.cybersafetysolutions.com.au/

www. antibullying.net

4. This document should be read in conjunction with the School's **'Safe Learning and Working Environment'** guidelines and is the practical outworking of section 3a.