



BULLYING PREVENTION POLICY

Adopted By: Principal

Review Date: 01/08/2020

Scheduled Review Date: 01/07/2022

POLICY CONTROL HISTORY:

Date	Reviewed by:	Amendments/Reviews:
01/08/2020	Principal (Primary & Secondary)	<ul style="list-style-type: none"> Addition of Child Safety Principles

OVERVIEW

Bullying is not a new phenomenon, but attitudes to bullying have significantly changed. Quinns Baptist College aims to proactively tackle any bullying issues and aims to provide sound support structures for students experiencing bullying. All staff of the College have a duty of care to students, supporting a safe and non-threatening environment for all.

DEFINITION OF BULLYING

The national definition of bullying for Australian Schools according to 'Bullying No Way' 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/DefinitionOfBullying>)

CHILD SAFETY ORGANISATION PRINCIPLES

The following Child Safety Principles apply:

Principle 1 – Leadership, Governance and culture support child safety and well-being

Principle 2 – Children know rights and participate in decisions affecting them

Principle 3 – Families and communities are informed and involved in promoting child safety and well-being

Principle 6 – Processes to respond to complaints and concerns are child focussed

Principle 8 – Physical and online environments promote safety and well-being while minimising the opportunity for children and young people to be harmed.

Principle 9 - Implementation of the national child safe principles is regularly reviewed and improved.

Principle 10 – Policies and procedures document how the organisation is safe for children and young people.

PREVENTION POLICY

Purpose of the Prevention Policy:

- Assist students in understanding what bullying is, how to address it and resolve instances in non-aggressive and non-violent ways.
- To create a culture where students do not accept bullying as a part of their school and to reduce the incidences of bullying in the school.
- Create an opportunity for students and staff to develop the skills necessary to handle these situations with the minimum of distress.
- Assist the College community to manage frustration and conflict in non-violent ways.

Prevention of bullying is done through:

- The College environment
- Curriculum participation
- The Behaviour Management Policy
- Student Code of Conduct

The College Environment

- The College aims to be welcoming from the Front Office to the day-to-day classes. We aim to build trust between staff and students, mutual respect and a violence-free atmosphere.
- Positive behaviours are modelled by all members of the College community.
- Positive behaviours are acknowledged and rewarded.
- Discipline system that is fair, firm & non-violent.
- A sense of belonging and empowerment for all members of the school community.
- Individual support from Chaplains.
- Students to develop self-confidence and self-esteem.
- Whole College approach to praise & encouragement.
- Acquire the ability to understand, respect and care for others.
- College ethos.
- Mentoring programs between older students and younger students.

The Curriculum

The curriculum provides opportunities for:

- Students to have an understanding of the nature of bullying.
- Students to participate in programs that provide skills about resilience such as the PATHS (Primary) Aussie Optimism Program (Secondary).
- Health Education Curriculum.
- Incidental activities through thematic work in class.
- Understand personal safety by participating in the Keeping Safe Child Protection Curriculum.
- Guest speakers to explore bullying.
- Developing interpersonal communication and problem solving skills e.g. negotiation, mediation, conflict resolution and assertiveness.
- Students to explore caring for each other through the Christian Education Curriculum.

The Behaviour Management Policy

- The policy is presented and discussed with students and parents / guardians during the enrolment interview.
- The policy is reinforced during school Assemblies.
- The policy is clearly reinforced with the students as they engage with behaviour that requires modification.
- The policy is also reinforced to parents of students who engage in bullying behaviours.
- Reported incidents of bullying are followed up quickly and carefully.
- Incidents of bullying e.g. where a child's immediate physical welfare is in jeopardy, are dealt with immediately.
- Clear expectations are provided to students engaging in bullying behaviours and informed of future consequences should the behaviours persist.

Student Code of Conduct

The Student Code of Conduct provides guidance on expected student behaviour.

EXAMPLES OF BULLYING BEHAVIOUR

Physical: e.g. hitting, punching, kicking the victim; taking or damaging the victim's property.

Verbal: e.g. name calling; constant teasing; insults; racist comments; sexist comments, gossiping, ridiculing.

Emotional: e.g. excluding peers from groups; spreading rumours; stalking; interference with, or damage to personal property, extortion, demanding help or money.

UNDERSTANDING BULLYING

A student may bully another student because:

- They are jealous of the other student.
- They think it is fun to make fun of someone else.
- They don't know how to feel successful in other ways.
- It helps them to be noticed by other people.
- It makes them feel powerful to bully someone else.
- They feel inferior to others and use bullying as a way of covering up those feelings and trying to convince others that they don't feel inferior.
- They dislike the other student.

Common characteristics of students who bully others

- Often attention seeking.
- They think they are popular and have the support of others.
- They do not accept responsibility for their behaviour.
- They will continue if the victim and observing peer group do not complain.
- Make others afraid of complaining by labelling them a 'snitch'.
- They show no remorse for hurting another child.
- They have higher than average aggressive behaviour patterns.
- Learn the behaviour from other family/social interactions.

Common characteristics of students who experience bullying

Most children experience some bullying at some point during their time at school. It is often the child's response that will determine the regular occurrence of bullying.

Children who often experience bullying:

- Are highly vulnerable with low levels of resilience.
- Often have poor social skills and lack confidence or assertiveness.
- Have low self-esteem.
- Lack quality friendships, less accepted by peers or socially withdrawn.
- Believe that bullying is their fault and if this is the case they are unlikely to seek help.
- Are desperate to fit in.

CONFLICT IS NOT BULLYING

Conflict is often mistaken for bullying because someone has experienced a negative interaction with a peer.

Bullying is not:

- Once-off name calling, ridiculing, mean comments or spiteful comments
- Mutual arguments or disagreements (where there is a balance of power)
- Isolated incidents of aggression, intimidation or violence
- Single acts of social rejection
- Not liking someone

<https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>

Conflict resolution is a crucial life skill and important for students to discuss ways to deal with these experiences with a trusted adult. Even though some behaviours are not deemed bullying, behaviours that cause harm or distress to another still need to be addressed.

ADDRESSING BULLYING BEHAVIOUR (STUDENTS, PEERS AND PARENTS)

Speak up against bullying

Students need to remember that they don't have to address bullying behaviours on their own. Bullying is reduced when the student experiencing bullying speaks up about it. This can be done by:

- Telling the person who is bullying to stop.
- Talk to your friends and get their help to speak up.
- Talk about what is happening with your parents.
- Talk about what is happening with your teacher.
- Talk with the Chaplain at school.
- Talk about it with someone you trust.

Responding to bullying

How a student responds to bullying determines whether the bullying continues. Students may adopt some of the following strategies:

- Don't retaliate.
- Speak with a trusted adult to get some advice.
- Write down what has happened and when.
- Write down anyone who witnessed the bullying.
- Say assertive statements to warn students you will report them if it continues.
- Be surrounded by friends who will support you.
- Stay near teachers during breaks.

Reporting Bullying

If student's attempts to stop the bullying haven't been successful, students **MUST** report it to the College. This can be done by the student, friends, witnesses or parents:

- Completing an incident report at the Student Office
- Speaking to the Chaplain
- Speaking with your teacher
- Speaking with your Year Coordinator (Secondary)

Students experiencing the bullying will have the full support of the College to address the issue. It **MUST** be reported for the College to address the problem.

Response to Bullying

1. On the report of an incident of bullying, the Class Teacher (Primary) or Year Coordinator (Secondary) will interview the student reporting the bullying in a safe setting away from involved students. The safety of the student and their welfare is prime consideration at this stage. Where a child is distressed a staff member will remain with the child.
2. Concerns of a clear bullying situation are referred to the Deputy Principal.
3. Any witnesses are interviewed in a safe setting away from other students.
4. The student(s) accused of bullying are interviewed. They are informed of the report and asked to provide a response.
5. Where bullying is evident, the student(s) bullying will be informed that this behaviour must stop. A verbal warning is issued. The student(s) are warned against any revenge/having friends take revenge/further bullying will result in disciplinary action.
6. Students reporting the incident are provided feedback, including the warning issued to the student(s) who were bullying and the steps forward should anything further arise.
7. Ongoing support structures are offered e.g. from staff, chaplain, counsellor, psychologist, etc.
8. Parents of the students involved are contacted and informed of the matter, the consequences required and any further consequences should the issue continue.
9. In the case of future incidents of bullying behaviour, the student(s) bullying will be issued a major outside send out in accordance with the Student Behaviour Management Policy.
10. Records will be kept of all reported incidents on the relevant student's files including details of harm to students, personal factors of the students involved, care/action taken on behalf of the College and/or other agencies e.g. Police.
11. Any repeated occurrences/similar instances must also be documented.

Note: The College reserves the right to administer more severe disciplinary consequences as deemed necessary which may include instant exclusion from the College even on a first offence.