

Emmaus Catholic College

Kemps Creek



Student Management Policy

Anti-Bullying Policy

2016

To be reviewed December 2016

EMMAUS CATHOLIC COLLEGE
BEYOND BULLYING POLICY

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1.0 INTRODUCTION

Emmaus Catholic College actively seeks to provide students with a stimulating learning environment that is safe. It is a fundamental right of everyone in our College community to feel safe. It is the right of everyone to be able to come to our school each day without fear of being intimidated, humiliated or threatened verbally or physically with harm. Bullying denies this right to members of our College community and as such bullying is not accepted in our school.

Emmaus Catholic College holds the following expectations of all members of our College community:

We behave, speak and treat one another in respectful ways.

We understand that everyone is different, and we respect those differences.

We look out for one another, and offer our support when others need our help.

This policy outlines the responsibilities of all staff and students and how parents can assist, to ensure that our school is beyond bullying and safe for everyone.

2.0 WHAT IS BULLYING?

Bullying is made up of behaviours intended to deliberately hurt, threaten, frighten or exclude someone by physical and non-physical means over extended periods of time. An individual or group may direct these behaviours towards another individual or group.

Someone is bullying another person when:

- They *repeatedly* verbally abuse a person or group by calling them unpleasant names, by writing them nasty notes and/or messages (electronically or in hand written form) or by using unpleasant gestures.
- They *repeatedly* physically harm a person or group or physically intimidate them by threatening physical harm or by destroying/taking their belongings without permission.
- They *repeatedly* encourage their friends or people they know to verbally, physically threaten a person or group; or ask them to harass, embarrass, ignore or exclude that person or group from activities.

Bullying may take one, two or all of these forms. Repeatedly means that they do these things to that person or group the majority of the time they talk about them see them or spend time around them.

Research has shown that bullying has negative, long-term consequences for all involved. Such consequences include:

- For victims - constant feelings of rejection, low self-regard, fear, an inability to solve problems with others in acceptable ways, relationship difficulties, and problems with achieving full potential academically and socially;
- For bullies - an increased risk of criminal behaviour.

As such, bullying behaviours have no place at this school.

3.0 POLICY AIMS

This policy aims to ensure:

- Our school is a secure and safe environment free from threat, harassment, and intimidation;
- Teachers, students and parents are aware of and encouraged to implement positive strategies to prevent and address school bullying;
- Teachers, parents and students are knowledgeable about the nature, causes and consequences of bullying and the procedures that have been set in place to address bullying episodes in this school;
- Teachers, parents and students are committed to collaborate on maintaining a bully-free environment;
- Students are taught prosocial peer interaction skills, conflict resolution skills, and are encouraged to and positively reinforced for interacting with members of the College community in a positive manner; and
- Teachers are aware of their role in fostering the knowledge and attitudes, which will be required to achieve the above aims.

4.0 GUIDELINES FOR ADDRESSING BULLYING

This College will address all bullying acts in a serious manner. Those who carry out bullying will be given every opportunity to change their behaviour and reflect on the consequences of their actions on others and choose more acceptable ways of behaving. Everyone in our College will play a part in reducing and preventing bullying.

4.1 Staff Responsibilities

Staff of Emmaus Catholic College should endeavour to:

- Model positive relationships in their day to day dealings with members of the school and model pro-social ways of resolving disputes;
- Positively reinforce students for behaving in an appropriate pro-social manner;
- Be knowledgeable about and educate students about the nature, causes and consequences of bullying and the procedures that have been set in place to address bullying episodes in this school;
- Be familiar with our College's Student Management Policy including the contents of this policy;
- Respond immediately, decisively, and consistently to cases of bullying brought to their attention by students, parents and/or colleagues;

4.1 Staff Responsibilities continued

- Respond to early signs of distress in students. These early signs can include an unusual lack of concentration or inappropriate behaviours such as aggressive behaviour outbursts and poor class or school attendance;
- Seek advice and support from colleagues when unsure as to how to respond to and address specific bullying incidents; and
- Encourage students to report situations of bullying by: listening carefully and avoiding giving judgements when reports are made, and remaining calm and understanding of the student's/parent's/colleague's concern.

4.2 Student Responsibilities

A strong anti-bullying stance by students contributes in a major way to making the school a safe place. For this reason our College expects all students to:

- Contribute to a safe learning environment by being respectful of others;
- Positively interact with members of the College community in their day to day dealings and resolve disputes in pro-social ways;
- Be knowledgeable about the nature, causes and consequences of bullying, strategies for preventing and addressing bullying, and the procedures that have been set in place to address bullying episodes in this College;
- Be aware that bullies rely on other people not to do or say anything to anyone about their behaviour towards others so it is important to address bullying by offering to help the victim of the bully, or being vocal or ignoring bullies to show disapproval of bullying, and reporting bullying incidents to teachers;
- Watch for early signs of distress in other students such as temper outbursts cutting school/class or crying without apparent reason and seek support and advice to help them; and
- Reporting all bullying incidents to a trusted adult so that all incidents of bullying can be addressed seriously.

4.3 Parent Assistance

Bullying can best be dealt with a community approach. This is why our College encourages parents to:

- Be knowledgeable about the nature, causes and consequences of bullying and the procedures that have been set in place to address bullying episodes in this school;
- Encourage children to interact positively with other people in their day to day dealings and enact pro-social ways of resolving disputes;
- Positively reinforce children for behaving in an appropriate pro-social manner;

4.3 Parent Assistance (continued)

- Inform their children about effective strategies for dealing with bullying (e.g. the need to inform a teacher and seek assistance if they are experiencing bullying at school, the importance of not responding aggressively to bullies as this can serve to intensify aggression);
- Watch for warning signs such as: physical injuries, such as bruises; repeatedly losing possessions; reluctance to go to school or talk about school; altered sleep patterns; mood swings; changes in personality; few if any friends; lack of interest in life or unexplained health problems;
- Contact their child's LOM as early as possible if they suspect their child is being bullied or is bullying other children;
- Allow the school to investigate and manage the situation and be aware it is not appropriate for parents to approach alleged bullies or victims; and
- Discuss bullying incidents with the College (LOM or Assistant Principal- School) to discuss the strategies the College is using to address a specific bullying incident and consult with parents as to how they may be able to assist us to resolve the situation.

5.0 SCHOOL PROCEDURES FOR ADDRESSING BULLYING

This policy is designed to use a whole-school approach whereby teachers, parents and students are actively involved in implementing this policy by working together to address and prevent bullying.

5.1 The Role of Teachers

Teachers at Emmaus Catholic College will:

- Reinforce students' positive peer interactions in the classroom and playground;
- Vigilantly monitor and proactively address bullying incidents according to the College's management procedures;
- Develop and implement a sequence of focussed curriculum activities that genuinely educate students about the nature, causes and consequences of bullying and successful strategies for preventing and addressing bullying in the school context; and
- Implement perspectives across Key Learning Areas to create a highly visible program and actively engage students in promoting a positive school climate with zero reinforcement and tolerance of bullying behaviours.

5.2 Parent Education

Parental support is crucial. The College will provide parents with information about:

- The rationale for addressing school bullying and foster their involvement and support;
- The nature, causes and consequences of bullying for victims, bullies and bystanders;
- Successful strategies for encouraging their children to prevent and assist in addressing bullying in the school context;
- The College policy for managing bullying incidents; and
- How they can assist their child to support the College policy.

5.3 Educating Students

Students in our College are actively engaged in creating and shaping a positive school-environment. This is achieved by educating students about:

- The nature, causes and consequences of bullying;
- Self-control strategies;
- Target avoidance skills and resilience;
- Positive peer interaction skills;
- Avoiding reinforcing bullying behaviours;
- The importance of reporting bullying incidents to teachers;
- Where they can seek assistance;
- Strategies they can implement to constantly promote a positive school climate; and
- College procedures for addressing suspected bullying incidents.

6.0 PROCEDURES FOR MANAGING BULLYING INCIDENTS

All suspected bullying incidents will be taken seriously and investigated fully. This policy includes the following management procedures (see Appendix 1).

6.1 First Incident

When teachers witness a bullying incident or have an incident reported to them, if it is a first offence the incident will be treated in a serious manner and the following procedures will be undertaken to address the situation immediately and decisively.

- Ensure it is a bullying issue by asking if the incident witnessed has been ongoing.
- If it is not bullying, refer the student to the relevant LOW to issue an appropriate consequence according to the Student Management Policy
- If the incident was bullying **it is the responsibility of every teacher** to report the matter to the LOW both verbally and in writing.
- The bully could be given an **afternoon detention, withdrawn from class (suspended, internally/externally), the matter referred to the local police**, as per the Student Management Policy. **ALL** cyber bullying will be **REPORTED** directly to the local police.

6.2 The Role of the Leader of Welfare (LOW)

LOW will:

- Investigate the facts.
 - Interview the students involved individually.
 - Fill in the **blue** “Initial Interview Form” (appendix 2) a copy of which are in the draws underneath the pigeon holes in the staffroom
 - Refer the student to the Assistant Principal
 - Arrange times in a two-week period to meet with the students involved.
 - Make parental contact regarding their behaviour.
 - File the original copy of the **blue** “Initial Interview Form” in Student Records and attach all associated interviews and reports.
 - At the follow up meeting, if you are satisfied that the students involved are reconciled, congratulate them.
 - Keep a record of the follow up meeting and file with blue form.
- Keep records documenting **blue** “Initial Interview Forms

- Identify in liaison with teachers reporting incidents, appropriate courses of action in the context of the seriousness of the issue and previous reported incidents;
- Inform the reporting teacher of the outcome;
- Inform staff via daily emails.

6.3 Repeat Incidents

If the incident is based on a repeat bullying offence, teachers will:

Refer the matter immediately to the LOW.

In the case of repeat incidents the LOW will:

- Interview students involved individually;
- Have the bully fill in the **gold** “Thinking Time Form” (appendix 3)
- Interview parents of students involved
- Have the **gold** “Thinking Time Form” signed by parents at the interview

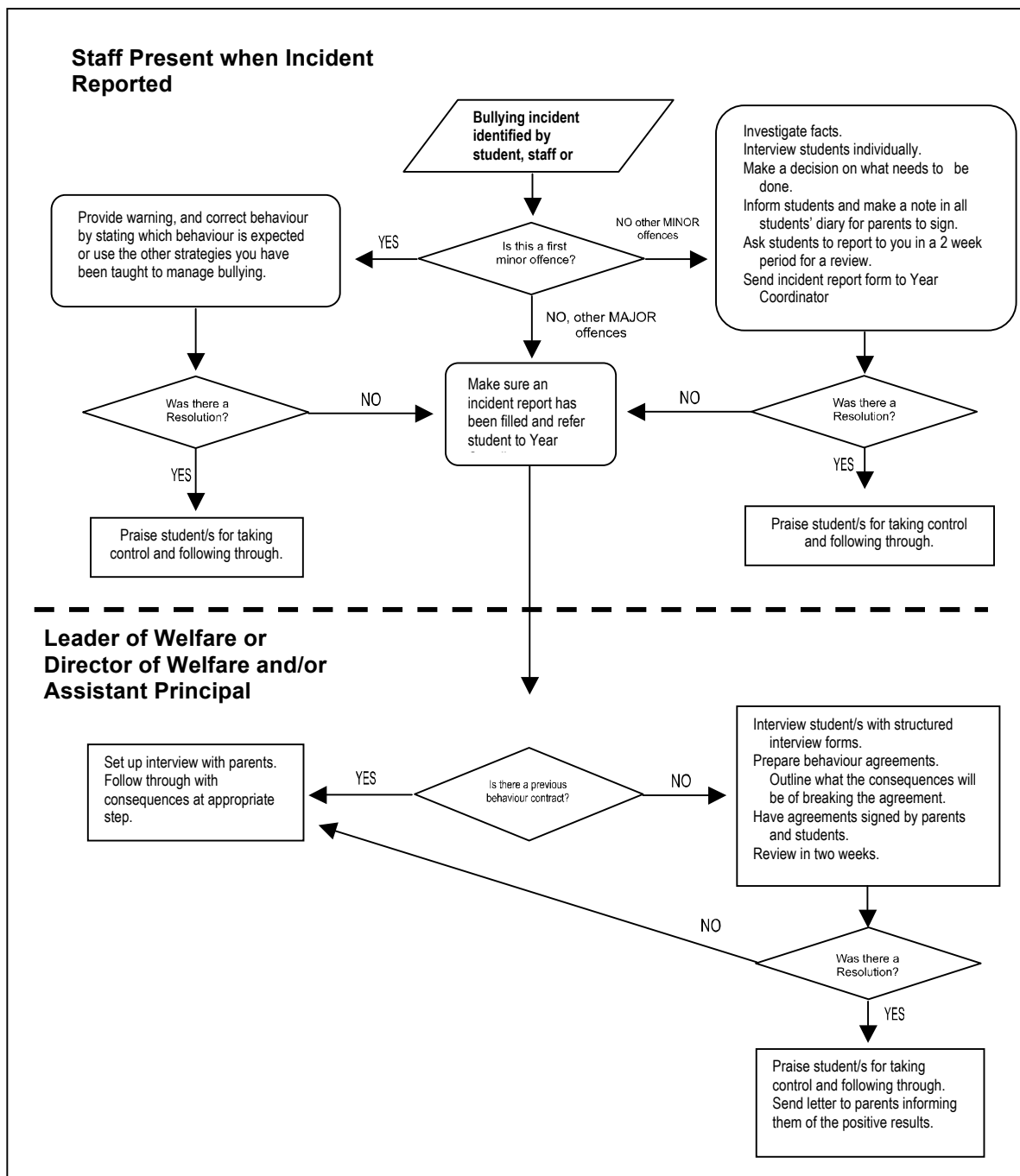
Role of the Director of Welfare and/or Assistant Principal:

- Refer to Yellow Thinking Time Form
- Interview parents to:
 - Discuss the incident and courses of action needed.
 - Implement the courses of action discussed.
 - Issues consequences as per the Student Management Policy
 - Inform parents that the enrolment of the bully will be reviewed.
- Access a written behavioural agreement (Appendix 4) from the Personal Assistant to the Principal.
- Have written behavioural agreements signed by students and parents.
- Constantly monitor both the bully and the target.
- File the copy of the **gold** “Thinking Time Form” in the student file.
- Keep a record of the interview and file any paperwork in the student file.
- Offer all students involved counselling.
- Set up review times with all students concerned.
- If the matter is resolved, praise the students for addressing the situation and advise parents of the positive results.
- If the matter is not resolved, refer the bully to the Principal.

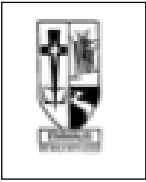
7.0 POSSIBLE COURSES OF ACTION

Bullying at our College is addressed according to the seriousness and nature of the incident. Addressing bullying incidents may result in:

- Students being required to reflect on their behaviour during lunch in a College location supervised by teachers.
- Students being required to reflect on their behaviour (as above) and LOW notifying parents to seek their support to address the issue;
- Students being required to reflect on their behaviour and the LOW and Executive staff meeting with parents to discuss how they can assist to address the issue;
- Exclusion from regular classes to undertake a series of activities designed to assist students to help themselves to address their behaviour and the LOW or other executive staff meeting with parents to discuss how they can assist to address the issue;
- Meeting with parents to discuss the need to refer the matter to professionals for assessment and intervention; and
- Exclusion from school if the behaviour persists.



Bullying Management Process



Emmaus Catholic College

Initial Interview Form (Blue Form)

Person (s) undertaking interview: _____

Date: _____

Student (s) being bullied: _____

Student (s) bullying: _____

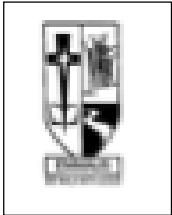
Any other person (s) present, if so their names: _____

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 hand written messages, etc	

Have there been any other incidents? Yes <input type="checkbox"/> No <input type="checkbox"/> (please tick)	
If so, how long have things been this way? (Give details of other incidents)	
What appears to be the most important contributing factors? (teacher intuition)	
Who has been notified about the problem?	
What was the outcome?	
Have strategies been tried before – if so, what?	
Details of new strategy:	

Emmaus Catholic College

Thinking Time Form (Yellow Form)



The purpose of this form is to get you to take some time to think about how you behaved recently and the results of your actions and behaviour. When you are filling out each section, be as detailed as possible. If it makes it easier, don't worry too much about spelling, just make sure you can clearly read what you write.

Today's Date:	
Your Name:	
Year:	
Home Room:	
What got me here? Describe what you did.	
<i>For example: I called Jane a nasty name:</i>	
After you did this, what happened to you?	
<i>For example: I was told to leave the room and see the LOM.</i>	

What made you behave this way?

What were you thinking?

What were you feeling?

What was happening around you?

Next time you are thinking and feeling this way, what can you do to act in a more positive way?

For example: I will ask Miss or Sir to give me a hand, I will walk away, I will not let myself be influenced by my friends.

What do you think will be the result of doing things in a positive way?

Your Agreement: In this space write what you will do so you are not in this situation again.

For example: From now on I will try and be more pleasant to people at this school.

Consequences I can expect if I don't follow my agreement.

In this space write down what you believe will be the consequences of breaking your agreement. If you are uncertain ask your supervisor.

Your Signature: _____

Your Supervisor's Signature: _____

Your Parent's/Guardian's Signature: _____

DATE

NOTIFICATION OF BEHAVIOUR CONTRACT

Student's Name:

Year: Date: TO BE ADVISED

REASON FOR CONDITIONAL ENROLMENT:

Student x has been reported to display behaviours that reflect his/her negative attitude to school and to other students. Emmaus Catholic College will not tolerate these behaviours being exhibited.

If any of the following conditions are not met, Student x will be removed from the College immediately and will forfeit his/her application to the College.

CONDITIONS OF ENROLMENT:

- Student x is to fulfill all the requirements stated in the Confirmation of Enrolment. This includes meeting all the College's requirements for attendance and minimal expectations of behaviour. At no time is he/she to be involved in behaviour that is rude, threatening or disrespectful of members of staff, behaviour that disrupts other students' learning or continued bullying.
- If Student x approaches his/her study in such a way that demonstrates any of the following, he/she will be immediately withdrawn/suspended from the school:
 - truancy (including fractional truancy)
 - unexplained absences from school
 - dealing with other members of the community in an aggressive, threatening or violent manner
 - defiant behaviour including a refusal to follow any reasonable request from a staff member.
 - continued bullying
- Failure to comply with the Conditions of Enrolment stated above and involvement in any incident of inappropriate behaviour will result in Student x's immediate withdrawal as a student at Emmaus Catholic College.

Principal

Assistant Principal

Date : _____

Date : _____

RECEIPT OF NOTIFICATION

I have read and understood the above conditions of enrolment and agree to undertake steps to ensure that these conditions are met. I fully understand that a failure to meet the conditions outlined in this contract will lead to Student x's withdrawal as a student from Emmaus Catholic College.

Student's signature: _____

Parent(s)/Guardian(s) signature: _____

Date: _____

Date: _____

Appendix 5

Signs of Bullying:

All adults at the College have a responsibility to be aware of the signs of bullying. While the following types of behaviour may be symptomatic of other problems they may be the product of bullying:

- obvious signs of distress such as tearfulness or constantly miserable expression
- an unwillingness to come to school
- frequent headaches, stomach aches or complaints of feeling generally unwell
- bruising on face or body
- isolation from other children
- a sudden deterioration in standards of work
- a tendency to stay close to staff during breaks
- damage to child's property
- uncharacteristic behaviour
- Isolation on the playground

(The list is not exhaustive but meant as a guide for readers of this document)

The Impact of Bullying:

Bullying behaviour stops an individual from feeling comfortable in a College's shared environment. Bullying behaviour can also adversely affect the long-term emotional and social development of the bully. Bullying impacts on the College community as a whole. Individual students who are bullied may:

- Begin to feel worthless and develop poor self-esteem and self-worth.
- Experience feelings of isolation and distress in the school environment.
- Feel scared and anxious about their personal safety.
- Develop emotional and /or psychological problems.
- Develop long- term problems in establishing friendships and social connections with their peers.
- Develop learning and academic delay or difficulties.
- Become angry and resentful as a result of their ongoing distress and social isolation.
- An increase in the feelings of powerlessness by significant numbers of students, teachers and parents.

This policy is to be read in conjunction with the **Anti-Bullying Policy for Students (July 2005)** and the Catholic Education Office Anti-Bullying website www.parra.catholic.edu.au/bullying

- Diocese of Parramatta Related system policies, documents and procedures
Procedures to be followed in the Suspension and Expulsion of Students from Catholic Schools (1996; draft 2005)
- **Anti-racism-Policy Statement and Support Materials** (1998)
- **Managing a Safe School Environment – Legislative Changes** (2003)
- **Maintaining Right Relations** (2003)
- **Protective Practices for School Staff in their Relationships with Students** (2004)
- **Child Protection Kit** (July 2005)

This policy should be read in conjunction with the College's **Student Management Policy**. (2006)