San Clemente High School

Anti Bullying Policy

Revised Nov 2013

San Clemente High School – Anti Bullying Policy

Purpose

To assist in the development of a community where every member feels safe, nurtured and valued.

Head of Policy
Principal: Mr Keiran Williamson

Policy Manager
Assistant Principal (Welfare): Mr Scott Donohoe

Attention
Staff, Students, Parents

Date of Introduction
1st June, 2013

Date of Review
2015

Related Documents
Appendix A: Bullying Assessment and Action Flowchart
Appendix B: Anti-Bullying procedures for staff - flowchart
Appendix C: Student procedures
Appendix D: Advice for Principals – Police notification
Appendix E: Bullying Survey

1. PREAMBLE

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers.
"…..(*Catholic) schools will have as their goal the formation of Christian disciples, with appropriate world view, character and behaviour*." (Catholic Schools at the Crossroads, p14)
The modelling of positive behaviours and anti-bullying strategies in schools has become an important aspect of student learning and parent reporting. "*We now know that students' social and emotional learning facilitates their academic learning (Zins, Weissberg, Wang & Walberg, 2004) and that a student's level of social competence and their friendship networks are predictive of academic achievement (Caprana, Barbaranelli, Pastorelli, Bandura &Zimbardo,2000). The goals of anti-bullying initiatives also align with the teaching in schools of socio-moral values such as respect, support/care, cooperation, acceptance or difference and inclusion (McGrath & Noble, 2003). In summary, there are significant moral, social, emotional and educational advantages to addressing bullying problems in schools*."
(McGrath and Noble 2006 -from Bullying Solutions- Evidence-based approaches to bullying in Australian schools p.xvii)

It is the goal of San Clemente to promote a safe environment where individuals may grow and develop.

2. DEFINITIONS

Whilst there is no definitive and universally accepted definition of bullying, the most influential research in the area of what constitutes bullying has been proposed by Olweus (1993):
"…*bullying may be defined as a student being exposed, repeatedly and over time, to intentional injury or discomfort inflicted by one or more other students. This may include physical contact, verbal assault, making obscene gestures or facial expressions, and intentionally excluding the student*."
The *National Safe Schools Framework* (2011) defines bullying as 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.
"…*Bullying is thus conceived largely in behavioural terms, that is, it involves negative actions on the part of the perpetrator*." [Rigby (2006) from Bullying Solutions p.4]

Examples of Harassment / Bullying

- **Physical**: Fighting, punching, pushing, shoving, and intimidating gestures, invasion of personal space.
- **Group:** Ganging up against, isolating or rejecting from the group.
- **Verbal:** Mocking, name calling, putting someone down, offensive language, SMS messages or E-mails.
- **Victimisation:** Offensive notes or graffiti, removing or hiding possessions, "trashing" areas, damaging others possessions.
- **Sexual:** Sexual inferences, touching or brushing against in a sexual manner, writing or drawing, or commenting about someone's body sexually, sexually oriented jokes or sexual name calling, comments or questions about someone's private life.
- **Discrimination:** Of any kind on the basis of race or religion.

It is important to note that cyber bullying has become a significant area of concern and action in recent years. Cyberbullying may be defined as:
"……. *any form of bullying that utilises technology such as instant messaging, online chat rooms, online bulletin boards and email. In many ways this is a more insidious form of bullying since it may reach into a victim's home*." In other words, technology now allows the bully to inflict psychological harm on his or her victim anywhere and anytime without respite. (Schools and the Law - Des Butler and Ben Matthews p.46)

The Commonwealth Code sets as an offence the use of a carriage service (such as a mobile or internet) in a way that is menacing, harassing or offensive. The maximum penalty for committing the offence is 3 years imprisonment.
'Sexting' is an occurrence that may be considered bullying. Under present legislation perpetrators place themselves in the serious position of making, viewing and or sending inappropriate and unlawful material.

Conflict or fights between students or single incidents are not usually defined as bullying.

3. RATIONALE

The role of the Catholic school, in partnership with parents and caregivers, is to nurture young people by providing optimum levels of support in learning, positive interpersonal relationship experiences and social support networks. The culture and atmosphere of the school plays a significant role in students developing a balanced approach to life and learning. With this in mind Bullying behaviour is in conflict with the core values and purpose of a Catholic school. Bullying needs to be recognised, named and addressed to ensure all schools work towards an authentic Christian school culture.
"……*the school must be concerned with constant and careful attention to cultivating in students the intellectual, creative, and aesthetic faculties of the human person; to develop in them the ability to make correct use of their judgement, will, and effectively; to promote in them a set of values; to encourage just attitudes and prudent behaviour; to introduce them to the cultural patrimony handed down from previous generations; to prepare them for professional life, and to encourage the friendly interchange among students of diverse cultures and backgrounds that will lead to mutual understanding. For all these reasons, the school enters into the specific mission of the Church*." (Lay Catholics in Schools: Witness to Faith p.110)

4. AIMS

4.1. Provide clear directions for the Anti-bullying school policy at San Clemente

4.2. Assist in the prevention, reduction and response to bullying behaviour at San Clemente (including cyber bullying)

4.3. Promote a proactive attitude to and clear understanding of school processes when addressing allegations of bullying

4.4. Facilitate a consistent approach to the management of school record keeping processes in relation to bullying investigations

4.5. Ensure the right of students and staff to expect a school that is actively promoting a school environment free from the fear of bullying, harassment, intimidation and victimisation.

The aim of San Clemente is to provide a Catholic education based upon Gospel values. Central to this faith is a consideration and respect for both the individual and the community.

The School strongly believes that every student has the right to a safe, supportive and caring environment free from intimidation of any kind, the right not to be hurt, scared, made fun of or saddened in any particular way. We take the view that any form of bullying or harassment is unacceptable and every member of the San Clemente community has a right to feel protected, nurtured and valued.

As a Catholic school in the tradition of St Dominic we seek to reinforce the values of care and consideration for others, to be respectful of each individual and to be witness to these Christian values not only in the School community but also in the broader community.

San Clemente will not tolerate any student behaviour that denies this right.

5. IMPLEMENTATION

San Clemente has implemented the following strategies and programs to assist in building and maintaining positive relationships within its community:

5.1 Preventative programs:

- ***Pastoral Program –*** each student participates in a pastoral program which is led by their Roll Teacher. Students meet every fortnight for a Pastoral Period. During these lessons, students regularly engage in activities and discussions which aim to reinforce positive relationships. Anti-Bullying messages are consistently given with the support of contemporary research, including relevant use of the media and other appropriate material.
- ***Year Meetings –*** each cohort meets fortnightly with their Year Coordinator. This gives the Year Coordinator an opportunity to consistently convey the message that bullying will not be accepted and encourage reporting to staff if it does occur. The intention is to eradicate the notion of 'dobbing' when related to bullying issues and reinforce its 'reporting'.
- ***Assemblies –*** the whole school community meets fortnightly to celebrate the achievements and successes of students. This is another opportunity for the school to reinforce its zero tolerance towards bullying and encourage positive relationships and a culture of care.
- ***Biannual Student Bullying Surveys –*** all students partake in a Bullying Survey during Terms One and Three each year. Students have an opportunity to anonymously name any other students they feel are being bullied or are bullies. The survey seeks to obtain valuable feedback for the school to effectively combat bullying. Importantly, this surveys gives the school an opportunity to support those students named in the surveys and follow up occurs through the relevant Student Coordinator, Assistant Principal (Welfare), Pastoral Care Worker and School Psychologist. Additionally, parents are notified in order to appropriately support relevant students.
- ***Brainstorm Productions –*** Each year group will annually attend a play/workshop by Brainstorm productions which targets specific aspects of bullying. These productions send clear anti-bullying messages with the aim of addressing significant bullying behaviours, including cyber bullying.
- ***Peer Support Program –*** San Clemente implements a Peer Support Program in which Year 7 students are allocated a Year 10 Peer Support Leader. Structured time is made available within the timetable to ensure positive relationships are fostered and Year 7 students feel they have another layer of support within the school's pastoral care structure.
- ***Welfare Meetings –*** the school's Welfare Team, consisting of Student Coordinators, Pastoral Care Worker, School Psychologist, Career's Counsellor and led by the AP (Welfare), meet fortnightly. A regular agenda item is that of student welfare which highlights students of concern and appropriate intervention and support structures for such students.
- ***Staff Support –*** staff are regularly provided with advice in dealing effectively with student bullying. This is done through ongoing communication from the AP (Welfare) and through staff meetings. Advice provided for staff is consistently in line with the practices of Restorative Justice (RJ).
- ***Staff Briefings –*** Teaching staff meet twice / week in which students of concern are communicated and appropriate strategies of support.
- ***Police Liaison Officer –*** the school invite its local Police Liaison Officer to address all year groups each year in which bullying will be discussed, particularly the potential legal ramifications, namely cyber-bullying.

- ***Guest Speakers –*** the school endeavours to arrange for guest speakers to address students on the issue of bullying. These guest speakers will target specific cohorts with appropriate information to help support the school's zero tolerance to bullying.

Early intervention strategies

- If a student has enrolled at the school who has previously been bullied or engaged in bullying behaviour in the past, he/she is provided with appropriate support. If necessary, a 'buddy' system is established and the support of the Pastoral Care Worker and/or School Psychologist provided. The relevant Year Coordinator is fully briefed and appropriate follow up occurs through regular monitoring of the student and meetings with him/her.

Resources available in the school to support the process of restoring justice

- Guidelines for appropriate Restorative Justice Practices are made available to staff and students within the school. Such guidelines are made visible in frequently used areas in the school such as classrooms, offices and the school library.
- Relevant and contemporary resources are made available to all staff on MNLIVE and this information is regularly reviewed and updated.

Reporting and record keeping:

Openness

Unfortunately victims can be reluctant to report harassment and bullying. Authorities (parents and staff) and witnesses can be reluctant to notice it, or simply accept it as normal.

The first principle is to break the conspiracy of silence and reluctance to "dob in" those that harass or bully. To achieve this, the school will endeavour to:

- Create a culture that does not accept or encourage harassment or bullying
- Create an atmosphere of care
- Ensure that all students know what constitutes harassment or bullying behaviour
- Ensure processes are in place to encourage reporting and to eliminate any repercussions from reporting.

We will only achieve this with cooperation from the whole school community. We will only be successful to the extent that everyone seeks to find solutions rather than to apportion blame.

- Any incidences of reported bullying by students, parents and staff are treated seriously.
- In the first instance, staff will adhere to the Bullying Assessment and Action Flowchart for appropriate guidance ***(Appendix A)***
- The school will respond to any allegations of bullying by following its procedures for staff ***(Appendix B)***
- Student procedures will be reinforced by the school ***(Appendix C)***
- Communication with relevant individuals, particularly staff and parents, is seen as vital in this process. Staff members dealing with the bullying allegation are to ensure this communication is prompt, professional and accurately documented in the school's data management system, FirstClass.

School based record keeping and record sharing procedures

- All appropriate details of the incident(s) will be documented on the school's data management system, FirstClass. This is accessible to all staff (monitored by select staff, including the Executive and Student Coordinators) and each incident will be managed by the relevant Year Coordinator and/or AP (Welfare).
- Details about the incident will be communicated to relevant individuals as deemed appropriate and necessary.

Investigations:

- In the case of an allegation being made, full reports of the incident(s) will be obtained in writing from all concerned – including the bully/bullies and victim(s).

- Isolate the bully immediately, i.e. Withdraw him/her from the group situation while enquires are made.

- Demonstrate (clearly and rationally, not emotionally) abhorrence for the incident and the fact that the school will not tolerate it.

- Warn of the seriousness of any repercussions or further incidents.

- Inform the relevant Year Coordinator. He/She will then contact everyone concerned.

- If necessary devise further strategies to improve social skills by teaching alternatives to current behaviour. Counselling will be arranged if necessary.

- Organise a thorough and effective mediation, applying the principles of restorative justice, in which the bully/bullies and victim(s) meet. This is sensitively facilitated through the use of appropriate restorative questioning.

- Progress will be monitored by the Year Coordinator over a period of at least four weeks.

- Remember that the bully may be a victim and thus firmness needs to be tempered with compassion and understanding.

Possible Disciplinary measures:

CONSEQUENCES

There must be clear consequences for harassment and bullying and, if a student is found to behave in this way, then he/she could expect some of the following responses or sanctions:

- Written records being kept in the student's file in the Student Services Office.

- Stern warnings accompanied, if necessary, by a formal letter to the student and parents.

- Consultation with parents

- Reparations for any damage caused

- Detentions
- Counselling and behaviour modification programmes
- Exclusion from privileges.
- Referral to the Assistant Principal (Welfare) and / or Principal
- Suspension from school (internal or External Suspension depending on severity of incident), resuming only on the condition that a formal contract is signed undertaking to cease all bullying behaviour
- Expulsion

Police intervention

a) Situations when police intervention is required in cases of bullying (e.g. possession of weapon, extreme assault) and cyber bullying (e.g. sexting) – see ***Appendix D*** Advice for Principals.

b) In the case of the School's Police Liaison Officer being used in the process, relevant parents must be informed and a support staff member must be present during any interviews conducted with the student(s).

Post investigation support services:

- Ongoing support of the bully/bullies and victim(s) will take place with appropriate counselling and support and monitoring from the relevant Year Coordinator.
- At times, if deemed necessary, staff members may be allocated as a mentor for the bully/bullies or victim(s). Regular meetings will take place, in consultation with the Year Coordinator and School Psychologist and/or Pastoral Care Worker.
- The provision of appropriate support to those individuals involved will include the knowledge of relevant resources which assist the school's policy.

5.2. Communication of Policy/Procedures:

- The school will ensure that effective training occurs for staff, beginning at the start of each year and revisited throughout the year at a Professional Learning Meeting. Additionally, procedures will be outlined at Staff Briefings, as well as Faculty Meetings.
- The school's Welfare Team will ensure the issue of bullying is a regular topic of conversation at its meetings with the view to update the policy if necessary.

5.3 Links to School Policy:

Strategies for dealing with bullying behaviour are linked to the following school policies:

- Pastoral Care policy
- Welfare Policy
- Internet, E-mail & Website policy
- Grievance Resolution Policy

5.4.1 Responsibilities

The Principal will:

a) Develop a shared understanding with staff and community members of bullying behaviour that involves all forms of bullying including cyber bullying

b) Ensure the development, implementation and evaluation of preventative strategies and programs to promote student safety and wellbeing

c) Provide support to any student who has been affected by, engaged in or witnessed bullying behaviour

d) Be responsible for the implementation of the school's anti bullying policy and procedures

e) Initiate police support (Police liaison officers) and or intervention when required

f) Provide regular updates to parents or caregivers regarding the management of specific incidents

g) Ensure that an annual communication of the contents of the policy be made to the school community

h) Maintain an ongoing and annual evaluation process of the policy with students, staff and caregivers

i) Monitor student understanding and satisfaction of school processes

j) Identify patterns of bullying behaviour and initiate school action to address them

k) Engage students in the evaluation of anti-bullying processes within the school

5.4.2 School staff will:

a) Respond to a student's call for assistance, after his/her reporting of inappropriate behaviours in relation to all forms of bullying. This includes the use of technology (e.g. text messaging or social networking site usage). Failure to take action may indicate a breach in the duty of care owed to the student (see Support Document 3)

b) Seek advice from their supervisor(s) if they require confirmation or clarification regarding an incident of alleged bullying behaviour

c) Maintain an up to date knowledge of school policies relating to bullying behaviour

5.4.3 Students will:

a) Promote positive relationships that respect and accept individual difference and diversity

b) Follow the school procedures in reporting and responding to bullying behaviour

c) Work collaboratively with staff and peers to resolve incidents of bullying

d) Have an awareness and understanding of what constitutes bullying while being charged with the responsibility of being respectful of one another

e) Participate in the annual evaluation of school anti bullying processes and procedures

6. BUDGET

6.1 The Catholic Schools Office will make provision each year in its annual budget for professional development opportunities for schools in this area

6.2 The school will budget for appropriate staff professional development and anti-bullying resources that develop ongoing understanding and ownership of programs

7. EVALUATION

7.1 The school will annually revisit the procedures explicit within the Anti-bullying policy and evaluate their currency

7.2 As part of the school Policy review and development cycle, the Anti-bullying Policy will be reviewed by staff/Welfare Team at regular interval

8. RESOURCES/CONTACTS

San Clemente Welfare Team (2013)
Assistant Principal (Welfare): Mr Scott Donohoe – scott.donohoe@mn.catholic.edu.au
Year 10 Coordinator: Mr Patrick Doyle - patrick.doyle@mn.catholic.edu.au
Year 9 Coordinator: Mr Nathan Beckett - nathan.beckett@mn.catholic.edu.au
Year 8 Coordinator: Mr Daniel McCloghry - daniel.mccloghry@mn.catholic.edu.au
Year 7 Coordinator: Mrs Kate Tolfree - kate.tolfree@mn.catholic.edu.au
Pastoral Care Worker: Mr John O'Callaghan - john.o'callaghan@mn.catholic.edu.au
School Psychologist: Ms Alicia Broomham - alicia.broomham@mn.catholic.edu.au

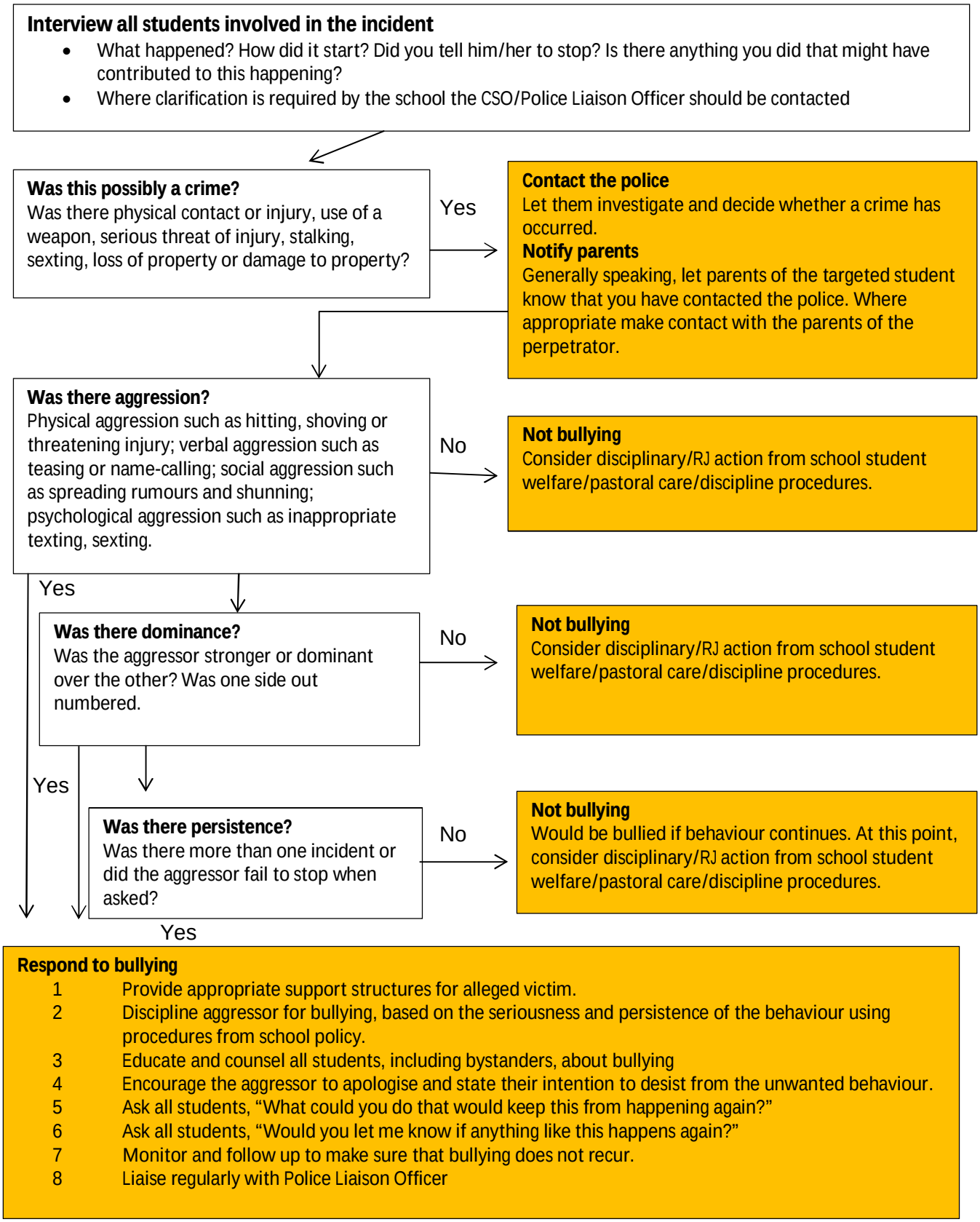
- Catholic Schools Office - Maitland Newcastle
    - Pastoral Care document,
    - Student Anti Bullying Policy 2012
    - Anti-Bullying Support Document 2012

- www.bullyingnoway.com.au
- www.curriculum.edu.au/mctyapdf/natsafeschools
- www.bullying.org/help
- www.kidshelp.com.au
- www.nobully.org.nz
- www.eduweb.vic.gov.au/bullying
- Kids Help line: 1800 551 800
- Lifeline: 13 11 14
- Parent Help line: 13 20 55
- www. cybersmart.gov.au/schools.aspx
- Police Youth Liaison Officer – Ph. 02 4926 6599, Email: sord2mar@police.nsw.gov.au
- Centacare catholic family welfare services – Ph. 02 6551 3715
- Community Health (Islington)Ph. 4979 7777
- Anti-Bullying Learning & Teaching Resource (ALTER), CEO Wollongong DVD. http://www.youtube.com/watch?v=EA5C-1N_r1w

Appendix A

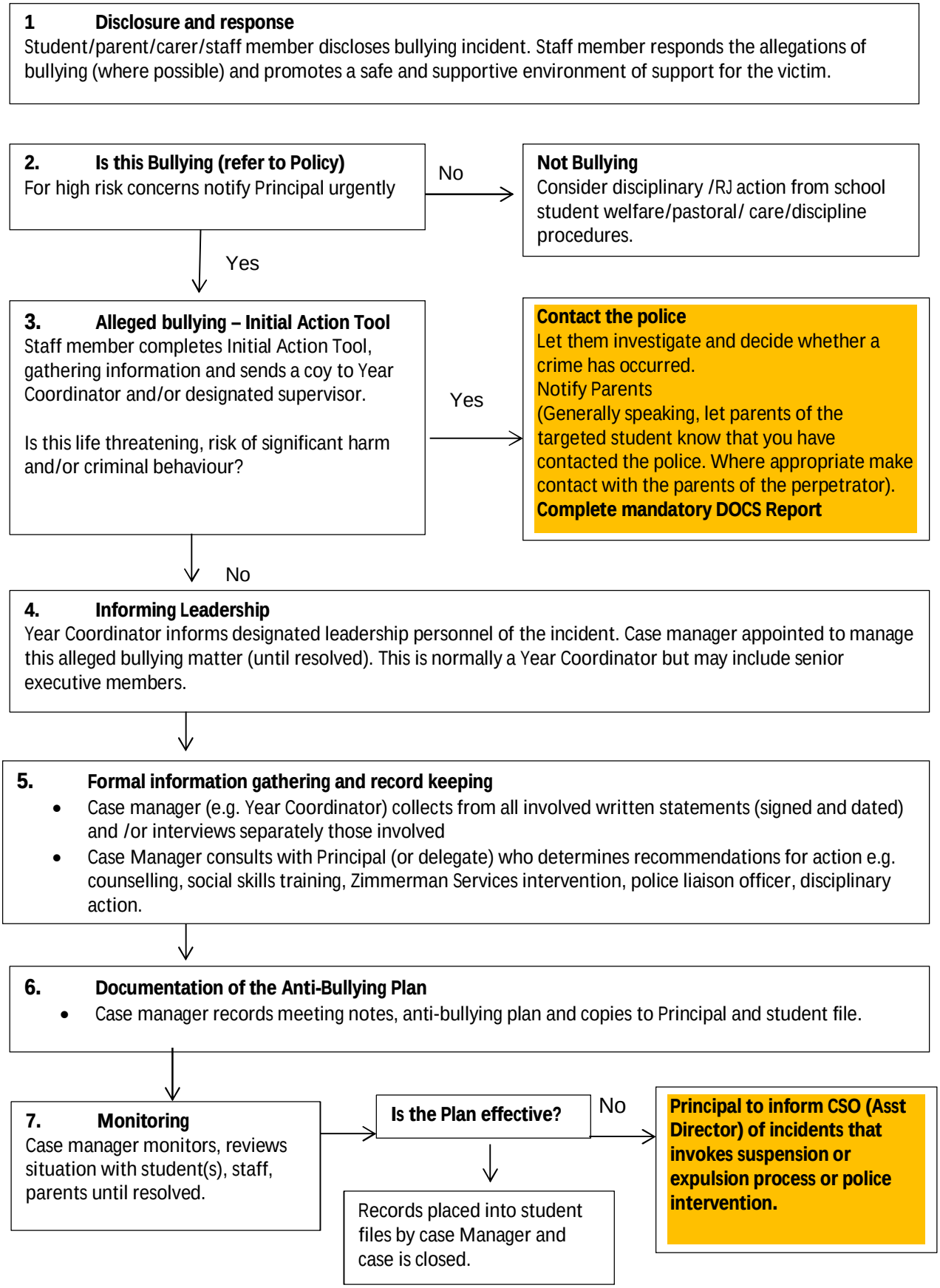
Flowcharts and Procedures

Bullying Assessment and Action Flowchart



Appendix B

Anti-Bullying procedures for Staff – Flowchart



Appendix C

Procedures for Students

These procedures are to be reinforced by the school (school leaders, teachers, classroom/playground posters).

1. Tell a teacher or another adult at school that you trust.

2. Tell your family.

3. Take a friend with you if you are worried to tell someone by yourself.

4. Keep telling people until someone listens.

5. Don’t blame yourself for what has happened.

Appendix D

Advice for Principals – Police Notification

When School Principals are deciding whether a school related incident involving assault, threats, harassement or intimidation is serious enough to warrant reporting to police, the factors set out below should be ocnsidered. Where one of the cited factors is at a significant level of seriousness, or more than one of the factors applies to the incident, The Principal should actively consider making a Police Report.

The following factors do not constitute a checklist or an exhaustive list. Principals are encouraged to seek further advice from a Police youth Liaison Officer if they are uncertain about whether to report any incident to the Police.

Factors to be considered when deciding whether a school related incident should be reported to the Police include:

- Did the assault or incident result in a visible injury such as a bruised face, split lip or swelling?
- Did the incident result in a participant complaining of pain or discomfort?
- Was the incident premeditated or planned?
- Was the incident recorded on a mobile phone or camera and then posted on a social networking site or broadcast to others?
- Was external assistance required to attend to one of the participants? E.g. an ambulance was called to the scene.
- Did the incident occur in the context of bullying, cyberbullying, harassment, stalking or intimidation?
- Willl the incident have a sustained impact on te school or its community? Did the incident significantly affect school routines or operatiosn for a period?
- Is there a history of aggression by one or more of the participants, or is there a history of this conflict in the community?
- Has a staff member, parent or carer requested that you notify police regardless of your intention?
- Was a weapon involved? (If a weapon is involved, tere is no discretion and the incident must be reported.)

As noted in the Catholic Education Commission Memorandum to Diocesan Directors and Principals of Congregational Schools re Exchanging information between NSW Schools and the NSW Police Force: Advice for Principals.

14 October 2011 (Ian Baker, Director-Education Policy & Programs)

Appendix E

SCM BULLYING SURVEY

BULLYING	HARASSMENT
Bullying is selective, repeated and uninvited behaviour. It can be: **- verbal, physical, social, cyber or psychological** **- being a bystander and not taking action** **- damage to property** **These behaviours are harmful and deliberate in their intent.**	**Harassment is any behaviour which hurts, threatens or frightens a person. It may embarrass you or make you feel uncomfortable.** **It can be expressed physically, verbally or through social behaviour. Some harassment is unlawful. All harassment is undesirable.**

Question 1: **Have YOU been bullied at San Clemente since returning to school this term?**

YES	NO

Question 2: **WHAT TYPE of bullying have you witnessed (either towards you or someone else) here at San Clemente?**

(Please Tick)

Verbal Bullying	
Name Calling	
Comments about your family	
Racism	
Comments about your looks / characteristics	

Other Types of Bullying	
Physical	
Exclusion from groups (being left out)	
Group / Mob / Gang	
Cyber (Social Networking sites (Facebook), SMS, etc)	
Sexual	
Intimidation	

Question 3: **WHERE have you witnessed bullying (either towards you or someone else) here at San Clemente?**

(Please Tick)

Classroom (WITH a teacher in the room)	
Classroom (WITHOUT a teacher in the room)	
Classroom Balconies / Landings	
Quad / Courtyard during free time	
Shelter during free time	
Oval during free time	
Canteen Lines	
Bus Lines	
Bus Trip (to or from school)	

Question 4: **Please list the names of the students in your year group who you think are BEING BULLIED. This may include your OWN name.**

Question 5: **Please list the names of the students in your year group who you think are BULLIES.**

Question 6: **Please list the names of the students in OTHER YEAR GROUPS who you think bully students in your year group.**

Question 7: **If you have been bullied, HAVE YOU REPORTED IT?**

YES	NO

Question 8: **If you did not report that you had been bullied, please state the reasons why you did not report it.**

Question 9: **How well do you feel bullying is DEALT WITH here at San Clemente?**

(Please Tick)

Very Well	Well	Not Bad	Poorly	Very Poorly

Question 10: **Please take the time to write any specific comments about bullying in the space below. This may include an example of linking a victim with a bully and explaining exactly what happens.**