Mary MacKillop College
Anti-Bullying Policy

College Values

- The dignity of each person
- Equality of opportunity
- Great trust in God

Policy

It is the right of all individuals in the school community to be safe, secure and harassment free. Bullying has no place at Mary MacKillop College.

Rationale

Mary MacKillop College believes that in order for students to learn to the best of their ability and to extend personal growth, they must have a safe and friendly environment. The College will provide a positive culture where bullying is not accepted, where everyone will have the right to be respected by others, the right to learn or to teach, and the right to feel safe and secure in the school environment. We aim to educate, prevent and intervene.

The Anti-Bullying Policy is supported through:
- articulating appropriate behaviours towards others
- the provision of strategies
- awareness of consequences and importance of owning actions
  information about the procedures for reporting bullying without fear of retaliation and retribution
- education in restorative practices

What is Bullying?

Bullying is repeated intimidation, over time, of a physical, verbal, or psychological nature of a less powerful person by a more powerful person or group of people. This can be face to face or using technology (cyber-bullying), such as mobile phones, the internet via email, social networking sites, and chat rooms to bully verbally socially or psychologically etc.

(It is important to note that the recognition of other forms of undesirable interpersonal behaviour are often confused with bullying. These could include for example: conflict between children of equal power, non-malicious exclusion of some children, one-off acts of meanness and spite, and random acts of aggressiveness. Rigby 2010, The National Centre Against Bullying.)
Obligations in law

The College is bound specifically and in principle by the following:

- Natural Law – all dealings are to be fair, just and reasonable in effecting outcomes that are seen as unbiased; that people are given fair hearing and— that people have necessary personal and/or professional support.
- Contract Law
- Criminal Law
- Torts - Duty of Care, negligence
- Legislation
  - Anti Discrimination Act 1991 (Qld)
  - Discrimination Law Amendment Act 2002
  - Work Place Health and Safety Act (Qld) 1995
  - Sex Discrimination Act 1984 (C' Wealth)
  - Racial Discrimination Act 1975 (C’ Wealth)
  - Disability Discrimination Act 1992 (C’ Wealth)
  - Privacy Amendment (Private Sector) Act 2000 (C’ Wealth)

Expectations

In response to bullying:

Students expect:
- To be treated with dignity and respect and in return they will treat others appropriately. That they will be listened to if they are experiencing any difficulties.
- That they will participate in ongoing training to provide them with appropriate skills to deal with social situations.

Staff expect:
- To be treated with dignity and respect and in return staff treat parents, colleagues and students in the same manner.
- Parent and leadership support when dealing with anti-social or bullying type behaviours.
- Students and parents to understand that rights need to be balanced with responsibilities.

Parents expect:
- That they will be kept informed and involved in any issues that involve bullying or antisocial behaviour.
- That the programs in place are available and that they are adhered too.
- That procedural fairness will underpin any decisions made.

Consequences

1. Proactive responses:

Whole school supports such as the College’s Personal Development program and the House Sister program are implemented by all staff to educate students about positive relationships, how to communicate and problem solve appropriately and how to seek help when needed. Topics such as peer relationships, conflicts and bullying are covered in these lessons.
The College also raises awareness of personal safety, bullying and bystander effects through the celebration of R U Ok? Day, the National Day of Action Against Bullying and Violence as well as Daniel Morcombe Day. Proactive responses aim to educate students and prevent the incidences of bullying.

2. Reactive responses:
Reactive responses are deployed once a bullying claim has been made to a staff member. The incident needs to be reported to Head of House/Deputy Principal- Director of Student, whereby an investigation can occur and a referral to the Guidance Counsellor can be made (if deemed appropriate by College Leadership Team). If the incident is deemed as bullying, consequences will align with the College’s Behaviour Policy (as seen below).
LEVEL ONE
Minor acts such as those below or isolated instances of uncooperative behaviour to be dealt with by the teacher:
- Homework not completed, no equipment for class, late for class, leaving the class early
- Eating in classrooms, disrupting class, disrespecting the classroom and learning environment, talking in class etc.

STEP 1
Such behaviour is to be dealt with by teacher in class using behaviour management strategies.

STEP 2
Teacher consequences eg reflective work with class teacher, additional work, restorative dialogue/chat, community service, contact with parent or removal of privileges etc.

LEVEL TWO
More serious acts or continued instances of above or behaviour such as:
- discourtesy or insolence, verbal abuse, teasing including racist taunts, persistent talking, excessive noise and disruption to class, continually fails to complete homework, swearing etc.

STEP 1
Such behaviour is to be referred to, and dealt with by, Head of House and/or HoD (if related to academic behaviour or class progress).

STEP 2
Students will be required to own their actions and accept consequences as per the College’s restorative process (which may include a conference with the classroom teacher).

STEP 3
If the situation warrants parents will be invited to participate in a conference with the student and/or teacher and a suitable consequence will be agreed upon by all involved.

LEVEL THREE
Serious acts such as:
- BEHAVIOUR - hitting; punching; calling hurtful, abusive or offensive names; threatening behaviour; abusive or obscene language; excluding others; rude gestures; cyber bullying etc
- ACADEMIC - continuing to maintain an attitude of non-compliance with curriculum demands and appropriate academic behaviour; plagiarism etc

STEP 1
Such behaviour is to be referred to the Head of House and/or HoD who will take a statement.

STEP 2
Head o and/or HoD will report the situation to the Deputy - Students/Studies or APRE.

STEP 3
Internal withdrawal or consequences as listed in the appropriate policy eg Bullying or as deemed appropriate by Principal. This may include a conference with parents and Principal or other action supportive of the College’s restorative processes.
Resources

Australian Covert Bullying Prevalence Study, (2009), CHPRC, Edith Cowan University

National Safe Schools Framework 2010 Draft, Department of Education Science and Training, Canberra, Australian Government


Bullying in Schools and What to Do About It. London: Jessica Kingsley Rigby., K. (2010),