Anti-Bullying Policy

Contents

College Values

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

Policy

Mary MacKillop College is committed to providing a safe and caring environment that fosters respect for others.

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 educating students of:

- Appropriate behaviours towards others
- Consequences of their actions
- Useful strategies to implement when dealing with others
- The importance of owning actions
- The procedures for reporting bullying without fear of retaliation and retribution restorative practices

This policy should be read in conjunction with the

- Brisbane Catholic Education Student Behaviour Support Policy, Regulations, Procedures and Guidelines (2019)
- Brisbane Catholic Education Preventing and Responding to Student Bullying in Schools Policy (2014)
- BCE Student Protection Policy and Processes
- Guideline for Managing Police Interventions in Schools
- Critical Incident Response Policy and Procedures
- Media Crisis Communication Guidelines
- OHS Incident Reporting and Investigation
- ICT Acceptable Use Policy

Legislation and Policies

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)
- Education (General Provisions) Regulation 2006 (Qld)
- Education (Accreditation of Non-State Schools) Act and Regulations (2001)
- Police Powers and Responsibilities Act 2012 (Qld)
- Human Rights and Equal Opportunity Commission Act 1986 (C'th)
- Telecommunications Act 1997 (C'th)

Aims

This document aims to:

1. Provide Mary MacKillop College with clear directions on anti-bullying and cyber safety as part of their whole school student behaviour support plan
2. Assist Mary MacKillop College in the prevention, reduction and response to bullying or harassment behaviour (including cyber bullying and the use of social media by students)
3. Promote at Mary MacKillop a proactive attitude to, and clear understanding of school processes, when addressing allegations of bullying or harassment behaviours
4. Facilitate a consistent approach to the management of school record keeping processes in relation to bullying or harassment behaviours and consequent investigations
5. Ensure the right of students and staff to expect that Mary MacKillop College is actively promoting a school environment free from the fear of bullying, harassment, intimidation and victimisation and where all members of the school community feel safe and supported at school

Terminology

Mary MacKillop College promotes the use of positive language that supports the values of the *National Safe Schools' Framework 2011* and the *Australian Curriculum* (i.e. Civic and Citizenship, Health and Physical Education Curriculum and the General Capabilities).

The terms 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to incidents of bullying. More appropriate terms to use may include 'bullied students', 'students who are bullied', 'students who bully' and 'students who engage in bullying behaviour'. This will ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

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 bebalanced 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.

Processes

The development of these clear procedural steps for responding to the bullying/harassment incidents at Mary MacKillop College are required to;
- Prevent, de-escalate and/or stop any continuation of harmful behavior
- React to incidents in a reasonable, proportionate and consistent manner
- Protect the student who has experienced the bullying/harassing behaviour and provide appropriate support for the student
- Apply the appropriate Student Behaviour Support procedure for the student/s who has engaged in bullying/harassing behaviour and ensure that there is a positive outcome, adequate follow up and that relationships are restored for all involved.

THE FIVE Rs: Recognise, Report, Record, Respond and Review

1. Recognise
Staff, students and parents are educated regarding the signs of bullying through presentations and electronic communications.

2. Report
Students and parents are educated regarding the people at school to whom to speak with for assistance eg House Group Teacher, Head of House, Counsellor.
Provide information such as:
Who was involved?
Who tried to help or witnessed the bullying behavior?
When did it start and happen?
Where is it occurring?
How is it occurring and how often?
What evidence has been saved?

3. Record
Students or parents reporting of an incident is documented as timely as possible. This gives the school the best opportunity to follow up on the incident, intervene, provide support and then continue to monitor the records for repeated incidents that constitute bullying.

The tracking of this data is carried out by the Mary MacKillop Leadership/ Pastoral team who are also responsible for following up, contacting parents and working with the students involved.

The BCE ENGAGE System allows for frequent behaviour incidents to be tracked effectively and all high level incidents are recorded within this database through the use of the Wizard.

This enables Mary MacKillop College to:
- Manage individual cases effectively;
- Monitor and evaluate the effectiveness of strategies;
- Celebrate the anti-bullying work of the school;
- Demonstrate defensible decision making in the event of complaints being made;
- Engage and inform parents and other services as necessary.

4. Respond

Proactive responses:
Whole school supports such as the College's Well-being program and the Peer Mentor 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.

Specific links to these programs can be found below:

Student Wellbeing & Learning

[Wellbeing Programme](#)

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.

Other early Intervention responses include when given notice of the enrollment of a student who has been identified as having been bullied or having engaged in bullying behavior in a previous school.
A comprehensive list of resources is included at the end of this document to support the process of restoring justice. Additionally, Mary MacKillop College supports the aims of the General Capabilities. Health and Physical Education and the Technologies curriculum in the school.

[Internet and Technology](#)

[Mobile Phone Policy](#)

Additionally, we use:

> [https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Student Behaviour Support/Documents/Cybersafety-Information.docx](#)

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). If the incident is deemed as bullying, consequences will align with the College's Behaviour Policy.

An initial review of the situation may involve providing the student with strategies to try to resolve the situation or the implementation of consequences.

Procedural steps that are followed as a consequence of bullying allegations at Mary MacKillop College are as follows.

Students who are bullied/harassed- appropriate support measures are documented and put into place for a student and reviewed to see if the support has been effective for the student to respond positively and have his or her personal safety improved.

Students who bully/harass – the student alleged to be engaged in bullying behaviour will be encouraged to have a complete understanding that their behaviours and communications are considered as bullying and therefore that these must cease. Appropriate support measures are documented, put into place with the student and reviewed to see if the support has been effective to reduce the student's bullying

behaviour.

Students who are bystanders - it is important that all students be taught to recognise bullying and harassment, report bullying and have the opportunity to practice safe ways to effectively intervene, maintaining personal safety, when bullying occurs. Students who witness bullying as a bystander may be called upon to contribute to investigations of alleged bullying.

5. Review

The review process involves checking with students who are involved in the incidents periodically in the future to ensure the wellbeing of all involved and to prevent further issues. Review processes may include regular meetings with the Head of House and/or College Counsellor.

Responsibilities

At Mary MacKillop College the principal takes the following responsibilities:

- Assists in the creation of a positive school climate of respectful relationships where bullying or harassing behaviours are not tolerated and cannot flourish
- Consults with other school staff (and if required, the Guidance Counsellor and Head of House/Deputy Principal- Director of Students) and uses professional judgment to determine the appropriate response strategy for a specific behavioural issue. The *BCE Student Behaviour Support Guidelines, Regulations and Procedures* provide a set of factors to consider in determining the appropriate level of response.
- Takes responsibility for the implementation of the school's anti-bullying procedures
- Identifies patterns of bullying or harassing behaviours and initiates school action to address them
- Embeds anti-bullying messages into each curriculum area and in every year
- Ensures the development, implementation and evaluation of education and prevention strategies to promote student safety and wellbeing
- Responds to incidents of bullying or harassment that have been reported to the school quickly and effectively
- Ensures that support will be given to any student who has been affected by, engaged in or witnessed bullying behaviour
- Ensures that incidents are recorded in the Student Behaviour Support System

At Mary MacKillop College the school staff take the following responsibilities:

- Support the school in maintaining a safe and supportive learning environment.
- Model and promote appropriate right relationships and behaviours
- Respond in a timely manner to incidents of bullying or harassment according to the school's student behavior support plan
- Support students to be effective bystanders while maintaining their own safety
- Know the college's student behavior support plan and anti-bullying procedures and reporting structures
- Promote a school culture where bullying or harassment is not acceptable

- Teach students to identify, react, report and respond to bullying or harassment at school and online

At Mary MacKillop College the parents take the following responsibilities:

- Keep the school informed of concerns around behaviour, their child's health and wellbeing issues or other matters of relevance
- Communicate in a respectful manner with school staff about issues of concern
- Support their children to become responsible citizens and to develop responsible online behaviours
- Support their children in developing supportive bystander behaviours
- Work collaboratively with the school to resolve incidents when they happen.

At Mary MacKillop College the students take the following responsibilities:

- Are respectful towards other students, staff and members of the school community
- Understand what bullying/harassment is, what is not bullying and how to report bullying
- Behave as responsible digital citizens
- Communicate with an appropriate adult if bullied or harassed or if they are aware someone else is being bullied or harassed
- Learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence

Definitions

National definitions have been developed by the MCEETYA '*Safe and Supportive School Communities*'management group and used in the *National Safe Schools' Framework (2011*).

Aggression:
Aggression is words or actions (both overt and covert) that are directed towards another and intended to harm, distress, coerce or cause fear.

Bullying:
Definition for Teachers, Parents and Carers: 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 morepersons.
- *Cyber bullying* refers to bullying through information and communicationtechnologies.
- Conflict or fights between equals and single incidents are not defined asbullying.
- Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying is when one student (or a group) targets 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 considered bullying. A fight or disagreement between students of equal power or status isn't considered bullying.

What is NOT Bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **Mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **Single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.
- **Social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Conflict:
- Conflict is a mutual disagreement, argument or dispute between people where no one has a significant power advantage and both feel equally aggrieved.
- Conflict is different to bullying because there is always an imbalance of power in bullying. However, poorly resolved conflict situations, especially those involving friendship break-ups or romantic break-ups sometimes lead to either aggression or bullying.
- Conflict can be a precursor to bullying where there are instances of repeated conflict and where the balance of power changes.

Covert bullying:
- Covert bullying is a subtle type of non-physical bullying which usually isn't easily seen by others and is conducted out of sight of, and often unacknowledged by, adults. Covert bullying behaviours mostly inflict harm by damaging another's social reputation, peer relationships and self-esteem. Covert bullying can be carried out in a range of ways (e.g. spreading rumours, encouraging a third party to engage in bullying behaviour, conducting a malicious social exclusion campaign and/or through the use of internet or mobile phone technologies).

Cyber bullying:
- Cyber bullying is a term used to describe bullying that is carried out through internet or mobile phone technologies. It is often combined with offline bullying. It may include a combination of behaviours such as pranking (i.e. hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. It is also cyber bullying when a student uses technology to run a multi-step campaign to bully another student (e.g. setting another student up to be assaulted, video recording their humiliation, posting the video-recording online and then sending the website address to others).
- It is important to recognize that cyberbullying is a form of bullying, and as such schools should already be equipped to deal with the majority of cyberbullying cases through their existing Whole School Student Behaviour Support Plan.

Cyber exploitation:
- Cyber exploitation is the use of the internet or mobile phone technologies to take advantage of another. Examples include: asking others to send sexually explicit photographs of themselves or publishing such images; stealing someone's identity and impersonating them (e.g. to subscribe to services or purchase
  goods and services in their name); using unscrupulous sales tactics (e.g. pop-ups).

Cyber fight:

- Cyber fight is conflict that is carried out through the use of mobile phone or Internet technologies.

Cyber harassment:

- Cyber harassment is a single episode of aggression (e.g. an insult, threat, nasty denigrating comment) against a specific student carried out through internet or mobile phone technologies.

Cyber risks:

- Cyber risks are potential risks that students are exposed to when using Internet or mobile phone technologies. These include: the temptation to misuse technology, cyber exploitation, self-exposure and cyber bullying.

Discrimination:

- Discrimination occurs when people are treated less favorably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

E-Crimes:

- E-crimes are illegal actions that are carried out through the use of the internet or mobile phone technology. They include: child exploitation material, fraud, impersonation or identity theft, or sending words or images that cause offence, distress, menace or threaten. Most of these are crimes under Australian federal law but some are also (or only) crimes under some Australian state laws. It is important that students understand that the production or distribution (including texting and posting) of lewd images of themselves or others may constitute child exploitation material with a potential criminal penalty and that some of these activities can be construed as bullying.

Flaming:

- Flaming are online "fights" using electronic messages with inappropriate/angry and obscene messages.

Harassment:

- Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless). Harassment is unacceptable and needs to be addressed as part of creating a safe school but it would not be considered bullying if any one or more of the following three features were present.
- It occurred only once and was not part of a repeatedpattern.

- It (genuinely) was not intended to offend, demean, annoy, alarm or abuse.
- It was not directed towards the same person/s each time.

Online hate websites/Bash boards:
- Bash boards are websites (or other online sites) that have been established for the purpose of bullying another student. They contain insulting and contemptuous remarks or images and encourage others to sign on and indicate their hatred of a nominated person and add more disparaging comments.

Sexting:
- Sexting is the sending of sexually explicit messages or photographs of oneself or others, using mobile phone technology either by request or spontaneously. It can also include posting of this material online. A student's current, or potential romantic partner, may be the source of a request to engage in sexting. Such photos may be sent (without permission) to many other people, or used to coerce or blackmail after a relationship break-up.
- It is important that students understand that the production or distribution (including texting and posting) of lewd images of themselves or others may constitute child exploitation material pornography with a potential criminal penalty

RESOURCES

- *Act Smart Be Safe: a gateway for parents/carers, students, teachers and the community to access information to help improve youth safety.*
  http://education.qld.gov.au/actsmartbesafe/

- *Alannah and Madeline Foundation: a national charity protecting children from violence and its devastating effects.*
  http://www.amf.org.au/AboutUs/

- *Australian Communications and Media Authority (ACMA)*
  www.acma.gov.au/cybersafety

- *Australian Federal Police: are involved in crime prevention and awareness raising activities, particularly in keeping young people safe online. The AFP coordinates ThinkUKnow.*
  www.afp.gov.au

- *Beyondblue*
  www.beyondblue.org.au

- *Bob's place of educational links for students. Teachers, and parents*
  www.bobsedulinks.com/teachers.htm

- *Bullying. No way! Safe and Supportive Communities (SSSC) Project; Queensland Department of Education, Training and Development on behalf of the Australian Education Authorities (2013)*
  www.bullyingnoway.com.au

- *The Bullying No Way! website provides a wide range of information and resources for parents and school communities on managing bullying. For more information visit: www.bullyingnoway.gov.au and go to the parents' portal*

- *Child, Family Community Australia*
  Working with families whose child is bullying: an evidence-based guide for practitioners

- *Cybersmart provides an outline of policies and procedures schools may follow to assist them in providing a holistic approach to cybersafety.*
  www.cybersmart.gov.au

- *Digital Citizenship information on the BCE Learning and Teaching site*

- *Friendly Schools and Families Program: provides a description of individual, group, family and school community level actions to address and prevent bullying in its social context. The program assists with the design, development, implementation, dissemination and evaluation of a social skill building and comprehensive anti-*

bullying program. Dr. Donna Cross and co-workers at Edith Cowan University developed the program.
http://www.friendlyschools.com.au/about.php

- *Guide for educators to bullying on the internet*
  www.education.unisa.edu.au/bullying/educators.html

- *Ken Rigby www.kenrigby.net Professor Ken Rigby is a national consultant for Australian schools and a leading international authority in bullying and victimisation in schools with more than 100 peer refereed papers and other publications. In his site he has set out to present in brief what is most useful for schools and parents to know about bullying among children and how resources can be accessed to tackle this enduring and troubling problem.*

- *Kids' Helpline: is a free, private and confidential, 24-hour telephone and online counseling service for young people aged between 5-25 years*
  1800 551 800
  www.kidshelp.com.au

- *The National Centre Against Bullying (NCAB) is a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety.*
  www.ncab.org.au

- *Restorative Practices www.restorativepractices.org.au offers teachers, students and parents a way of seeing problems as an opportunity for learning.*

- *Reach Out: an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. Reach Out also has information on how young people can get the best help from services, as well as opportunities to connect with other young people.*
  http://au.reachout.com

- *Rock and Water Program: founded by the Dutch educationalist, Feerk Ykema, is designed to help young people interact and communicate more confidently with others. It makes use of physical exercises that are constantly linked to the acquisition of mental and physical skills. It claims to assist boys and girls to become aware of purpose and motivation in their lives.*
  http://www.yapa.org.au/youthwork/stories/rockandwater.php

- *Safe Schools Hub: National Safe Schools Framework (2011) MCEECDYA, Department of Education, Employment and Workplace relations; Commonwealth of Australia (2013)*
  www.scafeschoolshub.edu.au

- *Working Together Suite of Resources developed by QSAAV, can be accessed at:*
  http://education.qld.gov.au/studentservices/behaviour/qsaav/index.html

It includes:

» *Queensland Schools Declaration Against Bullying and Violence*
» *Working Together: A toolkit for parents to address bullying*
» *Working Together: A starter kit for developing local community alliances against bullying and violence*
» *Working Together: Good practice in Queensland schools – Case studies of effective school based action against bullying*
» *Working Together: Understanding student violence in schools*

- *You Can Do It: a program delivered through a school curriculum to help students set achievable goals and enjoy life. It emphasises the need to have positive thoughts in order to change negative feelings and behaviours. The program covers eight areas: confidence, effort and persistence, happenings, self-acceptance, goal setting, time management and organisation, making friends and handling conflict.*
  www.youcandoit.com.au

Appendix 1: Staff Procedure for Bullying Complaint

Process Steps

- Students to report their complaint to a trusted member of staff.
- Interview of complainant by the relevant Pastoral Leader.
- The Pastoral Leader will suggest strategies to assist the complainant to try to eliminate the bullying behaviour.
- The complainant will provide a written report of the bullying behaviour.
- The respondent will provide a written report of the bullying.
- A record is completed by the Pastoral Leader.
- Parents/Caregivers of the students are informed.
- Strategies are implemented to restore the relationship of those involved. This could include- mediation, counselling and steps to make the situation 'right'.
- Monitoring occurs by the Pastoral Leader- follow up with both parents/caregivers and students.
- If bullying behaviour continues, the Pastoral Care Team will decide further measures.
- On-going bullying behaviour could affect continuing enrolment of the respondent.