MARIST COLLEGE EMERALD

ANTI-BULLYING PROCEDURES

The Mission of Marist College Emerald

Walking in the footsteps of Jesus, with Mary and Champagnat as our models, Marist College Emerald is a faith community teaching Gospel values, which nurture the giftedness and dignity of each person.

The Vision of Marist College Emerald

Our College encourages practices that assist the students to think for themselves; to be confident and happy, and to cultivate a well-balanced attitude to life. Our College is open to family and community, welcoming all to participate in creating and maintaining a positive learning environment.

Marist College Emerald aims to promote a culture centred on family spirit and, in cases of unwelcome or unwanted attention, we will strive to effect positive behavioural changes through a process of restorative justice and appropriate consequences.

1.0 Preamble

Catholic Colleges have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a College mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers.

"(Catholic) Colleges will have as their goal the formation of Christian disciples, with appropriate world view, character and behaviour" (Catholic Colleges at the Crossroads, p14).

The modelling of positive behaviours and anti-bullying strategies in schools is 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 Colleges 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 Bullying Solutions- Evidence-based approaches to bullying in Australian Colleges p.xvii).

It is the goal of Marist College Emerald to promote a safe environment where individuals may grow and develop into the best people they can be.

This Procedure is focussed on student bullying processes, staff procedures and policies regarding bullying are maintained in separate documents.

2.0 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 Colleges 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]

2.1 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
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
Cyberbullying	SMS messages, e-mails, or unwelcome and inappropriate communication via social-media

2.2 Cyberbullying

It is important to note; that Cyberbullying has become a significant area of concern in recent years. Cyberbullying may be defined as:

"any form of bullying that utilises technology such as instant messaging, online chatrooms, 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 (Colleges and the Law - Des Butler and Ben Matthews p.46).

In summary, Cyberbullying is:

Hurting someone using technology; via email, chat rooms, text messages, discussion groups, social media, instant messaging or websites. For example, being teased or made fun of online, having unpleasant comments, pictures or videos about you sent or posted on social media or websites, having someone use your screen name or password and pretending to be you to hurt someone else (2014 Beyond Blue).

The Commonwealth Criminal Code sets as an offence the use of a carriage service (such as a mobile phone or internet) in a way that is menacing, harassing or offensive.

Sexting is an occurrence that may be considered bullying. Under current legislation, anyone sending or forwarding sexually explicit content place themselves in the serious position of making, viewing and or

sending inappropriate and unlawful material. Such behaviour involving under-age persons has stronger implications due to child-protection considerations.

2.3 When do Schools take Action on Cyber-bullying?

Cyberbullying and other cyber safety issues may affect the good order and management of a school when it involves, examples below:

- Bullying between students who attend the school
- Images or videos of students on the school premises
- A student at the school possessing or distributing offensive video, images or texts while at school
- School information and communication technologies (ICT) being used

If an online incident impacts on the good order and management of the school, the school may:

- Apply disciplinary action, including suspension or exclusion
- Report the incident to police

Other approaches may include

- Assisting the student (s) responsible to develop more appropriate social skills
- Implementing a behaviour management plan for individual students
- Teaching about conflict and bullying
- Conducting mediation sessions

Generally, for privacy reasons, a school cannot provide personal details of students involved in an incident or any actions being taken towards them.

Parents need to be aware that while some online content may be upsetting for you and your child, if it does not affect the good order and management of Marist College it may not constitute grounds for the school to get involved.

(adapted from the Cybersafety & Cyberbullying – a Guide for Parents and Caregivers. Department of Education, Training and Employment)

2.4 What 'bullying' Isn't

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

"Bullying should not be confused with teasing, rejection, random acts of violence or physicality and conflict. While children will often tease or fight, this bickering should not be confused with bullying. Bullying is about ***a lack of power as one person is powerless*** *to stop the teasing or physical abuse. Bullying is the* ***selective, uninvited, repetitive oppression*** *of one person by another person or group" (2011 Michael Grose).*

3.0 Rationale

The role of the Catholic College, 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 College 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 College. Bullying needs to be recognised, named and addressed to ensure all Colleges work towards an authentic Catholic culture.

In addition, the College must be wary **of labelling young people as long-term bullies.** Generally, with mediation, monitoring and behavioural expectations explicitly articulated, young people can mature into people capable of 'good relationship'.

"the College 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 College enters into the specific mission of the Church" (Lay Catholics in Colleges: Witness to Faith p.110).

4.0 Aims of this Procedure

4.1 Provide clear directions for the Anti-Bullying Procedure at Marist College Emerald.

4.2 Assist in the prevention, reduction and response to bullying behaviour at Marist College Emerald (including cyber bullying.)

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

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

4.5 Ensure the right of students and staff to experience an environment free from the fear of bullying, harassment, intimidation and victimisation.

The aim of Marist College Emerald 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 College 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 or made fun of in any particular way. We take the view that any form of bullying or harassment is unacceptable and every member of the Marist College Emerald community has a right to feel protected, nurtured and valued.

As a Catholic College in the tradition of St Marcellin Champagnat, 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 College community, but also in the broader community.

Marist College Emerald will not tolerate any student behaviour that denies this right.

5.0 Implementation

Marist College Emerald 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 care program which is led by their homeroom teacher. Students are expected to meet at least once each term for a pastoral care lesson. During these lessons, students will be asked to engage in activities and discussions which aim to reinforce positive relationships. Anti-bullying messages are consistently offered with the support of contemporary research, including relevant use of the media and appropriate educational material.

- **Junior** Anti-Bullying Program – Junior students participate in an anti-bullying program in years 7- 10. The commercially produced program is being reviewed in 2014.

- **Year Meetings** – each cohort meets regularly with their Year Coordinator. This gives the Year Coordinator an opportunity to consistently convey the message that inappropriate behaviours will not be accepted and encourage reporting to staff if it does occur. Amongst other things, the intention is to eradicate the notion of 'dobbing' related to bullying issues and reinforce it as necessary 'reporting'.

- **Assemblies** – the whole College community generally meets weekly to celebrate the achievements and successes of students. This is another opportunity for the College to reinforce its zero tolerance towards bullying and encourage positive relationships and a culture of care.

- **Student Bullying Surveys** – all students will be given the opportunity to partake in a regular Bullying Survey. Students have an opportunity to anonymously name any other students they feel are being victimised or are displaying inappropriate behaviours towards others. Importantly, this survey gives the College an opportunity to support those students named in the surveys and follow up occurs through either the relevant Head of House, Deputy Principal, Campus Minister and/or College Counsellor.

- **Brainstorm Productions** – Students in years 8 and 9 have the opportunity to attend a play/workshop by Brainstorm productions which targets specific aspects of bullying. These presentations send clear anti-bullying messages with the aim of addressing significant bullying behaviours, including cyber-bullying.

- **Peer Support Program** – Marist College Emerald implements a Peer Support Program in which Year 7 and 8 students are allocated a Year 11 or 12 Peer Support Leader. When permitted, structured time is made available within the timetable to ensure positive relationships are fostered and Year 7 and 8 students feel they have another layer of support within the College's pastoral care structure.

- **Head of House Meetings** – the College's Pastoral Care Team, consisting of Heads of Houses, Campus Minister, College Counsellor and led by the Deputy Principal, meet weekly. A regular agenda item is that of student welfare which highlights students of concern and appropriate intervention and support structures for such students. The aim is for consistent and fair dealing with bullying issues.

- **Staff Support** – staff are regularly provided with advice in dealing effectively with student bullying. This is done through ongoing communication from the Deputy Principal and through staff meetings. Advice provided for staff is consistently in line with the practices of Restorative Justice (RJ).

- **Police Liaison Officer** – the College invites the local Police Liaison Officer to address specific year groups each year to address bullying issues, particularly the potential legal ramifications, including cyber-bullying consequences.

- **Guest Speakers** – the College 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 College's zero tolerance of bullying.

5.2 Early Intervention Strategies

If a student has previously been bullied or has engaged in bullying behaviour in the past, he/she can be provided with appropriate support. If necessary, a 'buddy'system can be established using staff or students and the support of the Head of House and/or College Counsellor provided.

5.3 Restorative Justice

Marist College Emerald strives to follow a process of **Restorative Justice** when dealing with behavioural issues. **Restorative Justice** endeavours to,

- Focus on the SPECIFIC BEHAVIOURS or INCIDENTS without blaming
- Draw out WHO WAS AFFECTED and HOW THEY WERE AFFECTED
- Direct questions towards the main issue in order to solve what needs to happen to MAKE THINGS RIGHT

5.3 Reporting and Record Keeping Openness

Unfortunately, students who are bullied can be reluctant to report harassment and bullying. Authorities (parents) 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 College 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
- Any incidences of reported bullying by students, parents and staff are treated seriously.
- In the first instance, staff should adhere to the Bullying Assessment and Action Flowchart for appropriate guidance **(Appendix A)**
- The College aims to respond to any allegations of bullying by following its procedures for staff **(Appendix B)**
- Student procedures should be reinforced by the College **(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 College records.

At times, parents or students may make a request that **no follow up** occurs after reported bullying. **The College has the right to proceed with action, if it deems it is appropriate.** A request for 'no action' can condone the bullying behaviours and does not assist the perpetrator/s in learning to mature into more appropriate behaviours.

5.4 College Based Record Keeping and Record Sharing Procedures

- All appropriate details of the incident(s) should be documented on the Head of House's records. These are stored in a secure location on the College server using OneNote and are often noted in staff diaries.
- Details about the incident should be communicated to relevant individuals, as deemed appropriate and necessary.

5.5 Investigations of a Serious Nature

- In the case of an allegation being made, **full reports of the incident(s)** should be obtained in writing from all concerned – including the bully/bullies and victim(s).
- The student displaying inappropriate behaviours may be **withdrawn** from any group situations where the person feeling bullied is involved, while enquires are made.
- **Demonstrate** (clearly and rationally, not emotionally) the **inappropriateness of the incident** and the fact that the College will not tolerate it. It is not **The Marist Way.**
- **Warn of the seriousness** of any repercussions or further incidents.
- **Inform the relevant Head of House**. He/she should then contact everyone concerned.
- If necessary, devise **further strategies to improve social skills of the supposed bully** by teaching alternatives to current behaviour. Counselling will be arranged if necessary. It is the College's aim to effect **positive behaviour changes** in both the bully and the victim of bullying in the hopes of achieving **reconciliation**.
- Organise a **thorough and effective mediation**, applying the principles of **Restorative Justice**, in which those in conflict meet. This is sensitively facilitated through the use of appropriate restorative questioning.

5.6 Mandatory Reporting

- Marist College Emerald is guided by the advice of the Police in certain circumstances and will await advice before making any contact with any other parties (including parents)
- If a parent requests information regarding the reported incident, Marist College Emerald is bound by confidentiality and may not be able to disclose any details

5.7 Regarding Cyberbullying and other Inappropriate Online Behaviours

If an online incident impacts on the good order and management of the college, the college may:

- Apply disciplinary action, including suspension and/or exclusion
- Report the incident to the police.

Other approaches may include:

- Assisting the student(s) responsible to develop more appropriate social skills
- Implementing a behaviour management plan for individual students
- Teaching about conflict and bullying
- Implementing resilience and anti-bullying programs
- Conducting mediation sessions
- Addressing bullying and cyberbullying in their curriculum.

Generally, for privacy reasons, a college cannot provide the personal details of other students involved in an incident or any actions being taken towards them. However, colleges can advise that a complaint has, or has not, been investigated, whether or not it has been substantiated and whether or not the college has decided to take disciplinary action without being specific.

Parents need to be aware that while some online content may be upsetting for you and your child, it if it does not affect the good order and management of a college it may not constitute grounds for the college to get involved.

- **Progress should be monitored by the Head of House** 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.

5.8 Possible Disciplinary Measures

5.8.1 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 Head of House's OneNote system
- Stern **warnings** accompanied, if perceived necessary, by communication with parents/guardians
- Issue of relevant **Behaviour Card** and subsequent follow-up. • Feedback to the reporting member of staff
- **Consultation** with parents
- **Reparations** for any damage caused, for example if a student's personal property is damaged
- Detentions
- Counselling and behaviour modification programmes
- Exclusion from privileges
- Referral to the Deputy Principal and / or Principal
- Suspension from College (internal or external suspension depending on severity of incident), resuming, in some cases, on the condition that a formal contract is signed declaring an intention to follow behaviours appropriate to the community of the College; in 'the Marist Way'
- Expulsion, under the direction of the Catholic Education Office of Rockhampton and on recommendation of the Diocesan Director

5.8.2 Monitoring and Behaviour Card System

If a student appears to be either a consistent offender in a number of classes or to be regularly not behaving appropriately in a subject, the appropriate Head of House will need to be informed. The Head of House

will then, generally, have a discussion with the student on the issues involved and, dependant on the response and ongoing behaviours, parents may be contacted, a contract signed and a behaviour card used to monitor behaviour. If no major improvements are observed a trial period involving the Deputy and Principal may occur.

5.8.3 Detention Process

Taking responsibility for your actions is an important part of becoming an adult. For those whose self-discipline is not fully developed, the College has a detention system, as outlined to staff more fully in the **Pastoral Care and Behaviour Management Process.**

Depending on the seriousness of the behaviour, the detention could be:

- **Informal Detention** - Organised by the relevant teachers according to their requirements. Lunchtime detentions must allow students reasonable time to access and eat lunch and go to the toilet.
- **Afternoon Detention**
- **Weekend Detention** - on Saturdays or Sundays, supervised by a member of the College Leadership team, generally the Deputy Principal. This detention is for 3 hours, in full school uniform and involves community service around the College. Parents will be informed via letter of the circumstances and requirements of the detention.

5.8.4 Police Intervention

- Police intervention may be required, in cases of severe bullying (e.g. possession of weapon and/or extreme assault) and cyber-bullying (e.g. sexting), involving child protection issues.
- In the case of the College's Police Liaison Officer being used in the process, relevant parents must be informed and consent be given to the student being seen by the police, and a support staff member must be present during any interviews conducted with the student(s)
- However, in cases of a serious nature, such as a child protection issue, (refer to 5.7 and 5.8) **it is often the responsibility of the police, not the College, to make contact with parents.**

5.8.5 Post-Investigation Support Services

- Ongoing support of the bully/bullies and victim(s) may take place with appropriate counselling and support and monitoring from the relevant Head of House
- At times, if deemed necessary, staff members or older students may be allocated as a mentor for the bully/bullies or victim(s). Regular meetings will take place, in consultation with the Head of House and College Counsellor
- The provision of appropriate support to those individuals involved will include the knowledge of relevant resources which assist the College's procedures.

5.9 Communication of Procedures

- The College aims to provide effective training for staff and revisit this throughout the year at a Professional Learning Meeting. Additionally, procedures will be outlined at Staff Briefings, as well as Faculty Meetings
- The College's Pastoral Care Team will ensure the issue of bullying is a weekly topic of conversation at its meetings
- These procedures and processes will be reviewed regularly

5.10 Responsibilities

5.10.1 The Principal and Deputy Principal, Supported by the College's Leadership team will:

a) Develop a shared understanding with staff and community members of bullying behaviour that involves all forms of bullying, including cyberbullying.
b) Ensure the development, implementation and evaluation of preventative strategies and programs to promote student safety and wellbeing.
c) Provide support, as necessary, to any student who has been affected by, engaged in or witnessed bullying behaviour.
d) Be responsible for the implementation of the College's anti-bullying 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 procedures are readily reviewed and updated on the College website.
h) Maintain regular evaluation process of the procedures with students, staff and caregivers.
i) Monitor student understanding and satisfaction of College processes.
j) Identify patterns of bullying behaviour and initiate College action to address them.
k) Engage students in the evaluation of anti-bullying processes within the College.

5.10.2 The Head of House will:

a) Enact appropriate consequences for bullying behaviours.
b) Endeavour to 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), if it affects the **good order and management of the school.**
c) Endeavour to respond to staff member's reports of inappropriate behaviours in relation to all forms of bullying.
d) Provide support to any student/staff member who has been affected by, engaged in or witnessed bullying behaviour.
e) Be responsible for the implementation of the College's anti-bullying procedures.
f) Initiate police support (Police liaison officers) and or intervention when required, specifically in relation to issues requiring mandatory reporting. The Head of House will follow Child Protection procedures.
g) Provide regular updates to parents or caregivers regarding the management of specific incidents, unless bound by confidentiality in issues of a serious nature.
h) Monitor student understanding and satisfaction of College processes.
i) Identify patterns of bullying behaviour and initiate College action to address them.
j) Engage students in the evaluation of anti-bullying processes within the College.

5.10.3 College Staff will:

a) Endeavour to 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). However, it should be noted that the College cannot get too involved in out of college cyberbullying behaviour, unless directly affecting students on our grounds.
b) Enact appropriate consequences for inappropriate behaviour at a 'classroom' level.

c) Seek advice from their Head of House if they require confirmation or clarification regarding an incident of alleged bullying behaviour.
d) Maintain an up to date knowledge of College policies relating to bullying behaviour.

5.10.4 Students will:

a) Promote positive relationships that respect and accept individual difference and diversity.
b) Follow the College procedures in reporting and responding to bullying behaviour.
c) Work collaboratively with staff and peers to resolve incidents of bullying. This includes, but is not limited to, the bystander effect. Students will be encouraged to stand up to any bullying behaviours they observe.
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 evaluation of College anti bullying processes and procedures.

6.0 Evaluation

a) The College will regularly revisit the procedures explicit within the Anti-Bullying Procedure and evaluate their currency.
b) As part of the College Procedures, College Review and Improvement cycle, the Anti-Bullying Procedure will be reviewed by staff/Middle-Management Team at regular intervals.

7.0 Resources/Contacts

7.1 Marist College Emerald (2014)

- **Deputy Principal**: Mr Mark Hayes – mark_hayes@rok.catholic.edu.au
- **Senior Coordinator and MacKillop Head of House**:
  Mr Brad Jarro – brad_jarro@rok.catholic.edu.au
- **Year 10 Coordinator and Heenan Head of House**:
  Mr Alex Finlayson – alexander_finlayson@rok.catholic.edu.au
- **Year 9 Coordinator and Farrelly Head of House**:
  Mr Craig Cullen – craig_cullen@rok.catholic.edu.au
- **Year 8 Coordinator and Chanel Head of House**:
  Mr Denys Legge – denys_legge@rok.catholic.edu.au
- **Year 7 Coordinator and Moore Head of House**:
  Miss Margaret Bailey – margaret_bailey@rok.catholic.edu.au
- **College Counsellor**:
  Miss Paula Scanlan – paula_scanlan@rok.catholic.edu.au

7.2 Catholic Education Office - Diocese of Rockhampton (2014)

- Reception:07 4931 3600 reception@rok.catholic.edu.au
- Diocesan Director: 07 4931 3600 director@rok.catholic.edu.au

7.3 Catholic Education Offices – Diocese of Rockhampton Documentation

Documents can also be found at the Catholic Education Diocese of Rockhampton website: http://www.rok.catholic.edu.au/

- Pastoral Care in Schools 2011
- Counselling in Schools and Colleges in the Diocese of Rockhampton 2010
- Anti-Bullying 2013
- Grievance Procedures in Catholic Schools and Colleges 2011
- Prevention and Elimination of Sexual Harassment and Bullying 2011
- Student Protection 2012
- Integrity in Relationships Brochure

7.4 External Resources

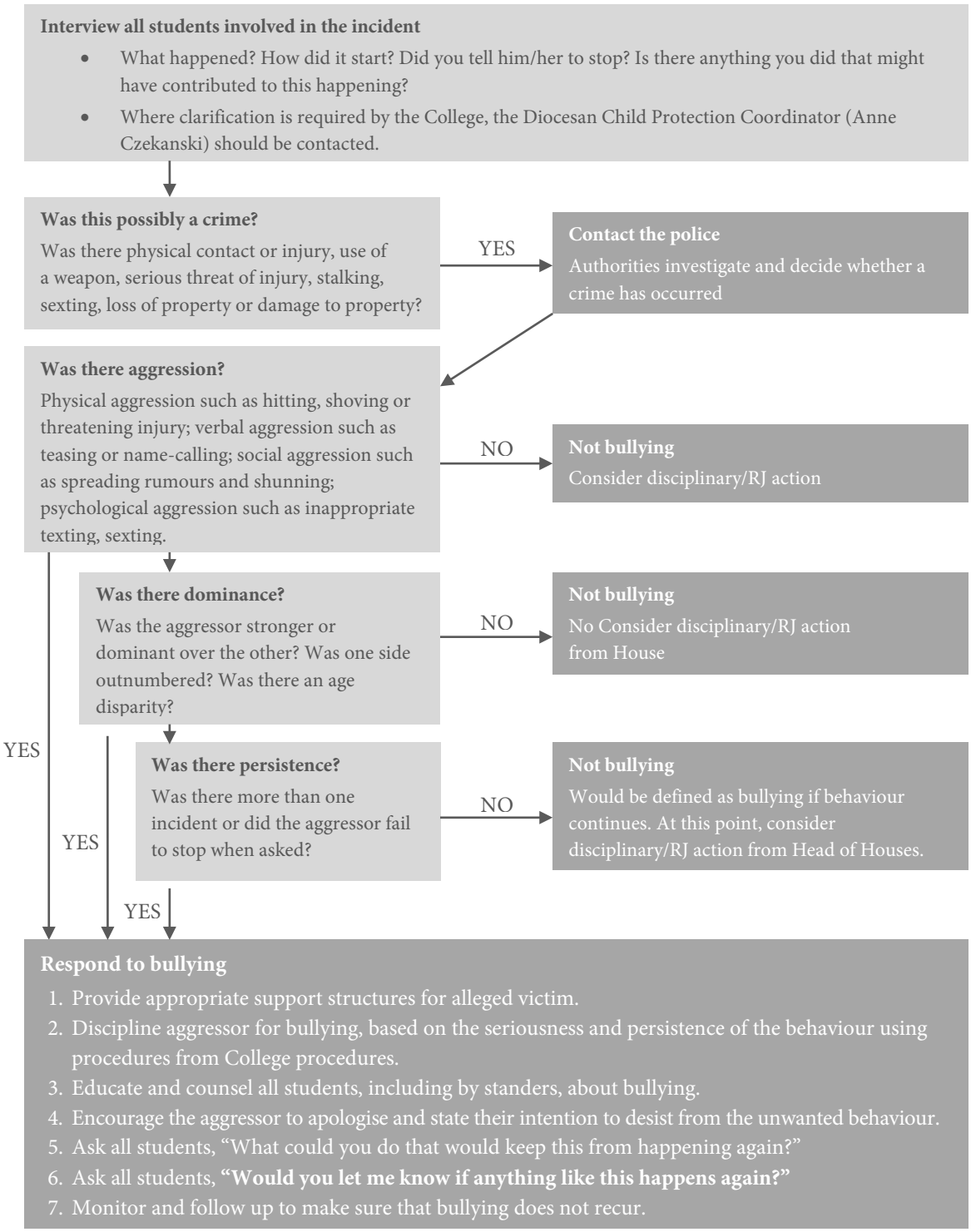
- Local Police Youth Liaison Officer
- Kids Help line: 1800 551 800
- Lifeline: 13 11 14 14
- Parent Help line: 13 20 55
- Centacare Catholic Family Welfare Services – Ph. 02 6551 3715
- http://education.qld.gov.au/studentservices/behaviour/qsaav/cybersafety.html
- www.bullyingnoway.com.au
- www.curriculum.edu.au/mctyapdf/natsafeColleges
- www.bullying.org/help
- www.kidshelp.com.au
- www.nobully.org.nz
- www.eduweb.vic.gov.au/bullying
- www.cybersmart.gov.au/Colleges.aspx

Cybersafety & Cyberbullying – a Guide for Parents and Caregivers. Department of Education, Training and Employment

Appendix A

Flow charts and Procedures

Bullying Assessment and Action Flowchart



Appendix B

Anti-Bullying Procedures for Staff – Flowchart

1. **Disclosure and response**
   Student / parent / carer / staff member discloses bullying incident. Staff member responds the allegations of bullying (where possible) and promotes a safe and supportive environment of support for the victim.

2. **Is this Bullying?** (refer to Procedures) For high risk concerns notify the Deputy Principal urgently.

NO → **Not Bullying**
Consider disciplinary / RJ action from Head of Houses

YES ↓

3. **Alleged Bullying–Initial Report**
   Staff member follows up, gathering information and sends a copy to Head of House via email. Is this life threatening, risk of significant harm and/or criminal behaviour?

DP or HC

YES → **Middle Management or Deputy contact the police** - Let them investigate and decide whether a crime has occurred. **Notify Parents** (Generally speaking, let parents of the targeted student know that you have contacted the police. Where appropriate make contact with the parents of the perpetrator). **Complete mandatory Child Protection Report if necessary.**

NO ↓

4. **Informing Leadership**
   Head of House informs Leadership Team (Deputy Principal) of the incident.

↓

5. **Formal information gathering and record keeping**
   - Head of House collects written statements (signed and dated) from all involved and/or interviews separately those involved
   - Liaise with other Head of Houses and Deputy Principal to determine recommendations for action e.g. counselling, social skills training, police liaison officer, disciplinary action.

↓

6. **Documentation of the Anti-Bullying Plan**
   - Head of House records meeting notes, anti-bullying plan and copies to Principal and student file.

↓

7. **Monitoring**
   Is the Plan effective?

NO → Head of House monitors, reviews situation with student(s), staff, parents until resolved.

→ **Principal to inform DCEO (Asst. Director) of incidents that invoke expulsion processor police intervention.**

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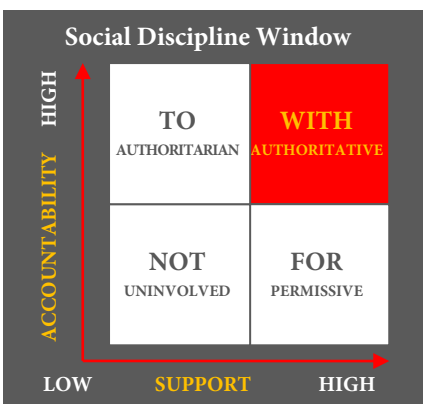
Records placed into student files by case Manager and case is closed.

Appendix C

Resources – Restorative Practice

RESTORATIVE PRACTICE FOCUS AREAS

1. Focus on the SPECIFIC BEHAVIOURS or INCIDENTS without blaming
2. Draw out WHO WAS AFFECTED and HOW THEY WERE AFFECTED
3. Direct questions towards problem. Solve what needs to happen to MAKE THINGS RIGHT



AFFECTIVE QUESTIONS

1. What happened?
2. How did it happen?
3. How did you act in this incident?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

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

STOP BULLYING POSTCARD

My name is_____ Yr_____ H/R_____

I've tried:

- ◯ Ignoring it
- ◯ Walking away
- ◯ Talking firmly to them
- ◯ Saying stop

◯ I know of somebody being bullied and I want to let somebody know so I can help stop it.

I would now like to report the bullying.