

| | |
|---|--|
|  | <p style="text-align: center;">PARADE COLLEGE</p> |
| <p>STUDENT WELLBEING POLICY NO 6 OF 10</p> | <p style="text-align: center;">STUDENT WELFARE (BULLYING)</p> |

PREAMBLE

Parade values highly the physical and psychological welfare of all students and staff and strongly opposes any form of harassment or bullying designed to jeopardise the safety or security of any student or staff member.

"Love one another as I have loved you." (Gospel of John)

To give each individual student the best possible pastoral support. (College Mission Statement 2013 – 2016)

That students will develop into confident and respectful young men with a sense of integrity, compassion, initiative, resilience and well-being, imbued with a sense of responsibility for the local and global community. (College Strategic Plan 2013 – 2016)

"Parade should be a community. Members should sense belonging, support and personal worth. Parents, staff and students have responsibilities to create this community." (College Pastoral Care Policy)

"Staff need to be constantly aware of safety issues and to seek to ensure that students are protected from harm at all times by appropriate supervision..." (College Classroom Management Policy)

The National Safe Schools Framework 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. In a situation where there is a power imbalance, one person or group has a significant advantage over another, and if this power is misused, this enables them to coerce or mistreat another for their own ends. In a bullying situation this power imbalance may arise from positional or authoritative power, the context (e.g. having others to back you up), from assets (e.g. access to a weapon) or from personal characteristics (e.g. being stronger, more articulate or more able to socially manipulate others).

Cyberbullying refers to bullying through information and communication technologies, e.g. the internet or mobile devices. Conflicts or fights between equals and single incidents are not defined as bullying. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

In short, bullying is a repeated pattern of harmful verbal, physical or social behaviour which involves the misuse of power. Cyberbullying is bullying through the internet or mobile devices.

The critical feature that distinguishes violence, harassment and discrimination from bullying is that bullying happens within social relationships, featuring repeated and harmful behaviours that stem from a misuse of power. Violence, harassment and discrimination can occur as part of bullying, but also can occur in one-off conflicts or between strangers.

The definition of bullying has three critical aspects - a repeated pattern, the misuse of power within relationships, and behaviour which causes harm; all three aspects need to be present in order for behaviour to be called bullying.

Bullying can be obvious (overt) or hidden (covert). Bullying can take place in person or online. Bullying - verbal or social - that happens online or via a mobile phone is referred to as cyberbullying. (www.bullying.noway.gov.au)

By bullying we mean any repeated behaviours by one or more persons against another that may hurt, injure, embarrass, upset or discomfort that person. The behaviour is intentional, selective or uninvited. It can be:

- physical, where fighting, pushing and shoving happens, spitting, invasion of personal space, gestures, forcing people against their will, etc.
- verbal, with someone being called names, being put down, talked about behind their back, or being picked on because of the way they look, or the things they do or are good at, insults, belittling comments. Hurtful comments made to or about a person in regard to physical appearance, size, background, ethnic origins, gender, or sexual orientation.
- visual, where offensive notes, drawings or photos are passed around about someone or posted on the internet, or where graffiti or damage is done to someone's books, bag, artwork, locker etc.
- psychological, victimisation, stand over tactics, extortion, threatening others, damage to other's property, theft, destroying or interfering with other's property, deliberate exclusion from activities, the setting-up of humiliating experiences
- sexual, where someone is touched in a way that makes them feel unsafe or uncomfortable, or when rude names, or jokes or comments are made about the way a person looks or lives their life – see College Harassment Policy.
- body language, where others turn their backs on someone, or use inappropriate gestures to someone.
- rumours, where untrue stories are made up and told to others about someone, or when stories are exaggerated about someone and spread around to others.
- technology, via telephone calls, iPads, mobile phones, email, websites, where verbal or written messages are sent which are insulting untrue, intimidating or frightening. This can even include publishing photos of members of the Parade Community without their permission.

This policy applies to students.

This policy has been formulated after extensive surveying of students, staff and parents, and is to be read in conjunction with other Parade College Pastoral Care policies

PRINCIPLES

1. It is a foundational right of every person to be treated with respect and the Christian vision emphasises the inherent dignity of the person. Bullying is deemed by the College to be a serious breach of expected behaviour.
2. Because of the insidious nature of bullying, the key factor in combating it is the preparedness of those bullied to reveal the fact to a trusted adult who can initiate a suitable response.
3. In this light, students at Parade College have the right to a healthy, happy and supportive environment. Parade students do not have to put up with bullying from other members of the community. "No form of bullying will be tolerated and infringements will be taken seriously by the College." (College Discipline Policy)
4. Bullying is judged by its effects on the person being bullied, which can be significantly more serious than the offender may believe in doing the bullying. Psychological bullying is usually far more destructive than physical bullying and may have long term and very serious consequences.
5. Every student plays a part in ensuring the safety and wellbeing of others – parents, staff, students and community members. Those who bully others often aim to impress or intimidate bystanders. The reaction of bystanders can either support or discourage bullying from happening. If bystanders do nothing, this can be seen as a form of silent approval. The actions of a supportive bystander can stop or diminish a specific bullying incident or help the bullied student to recover from it. (www.bullying.noway.gov.au) A considered response to bullying can involve a long term process and success is not always immediate. Students, parents and staff need to cooperate fully with strategies suggested.
6. However, where bullying is deemed to be of a continued or serious nature, appropriate immediate consequences will be put in place (e.g. suspension)
7. Responses of staff to those reporting bullying will be sensitive and supportive. The student bullied should not be made to feel guilty.
8. While deploring bullying in all its forms, the College will attempt to assist those who bully to change their behaviour by appropriate counselling and remediation.
9. The College will strive to educate staff and students about the non-acceptability of bullying and bystander behaviour and seek to foster a culture that reflects this.

GUIDELINES

A) Students who experience bullying should:

1. Inform a member of staff or a person at home in whom they have confidence, eg. Subject Teacher, Tutor Teacher, Counsellor, House Leader/Student Welfare Co-Ordinator, etc.
2. Communicate in an open, honest and on-going way.

3. Co-operate with strategies devised to address the issue.

B) Parents should:

1. Be vigilant for signs of distress, changes in mood or patterns of behavior, bruising, asking regularly for extra money, and damage to clothes or property, and take an interest in their son's social life.
2. Be role models themselves in avoiding bullying behaviour of their children or staff members.
3. Advise school staff (e.g. Tutor Teacher or House Leader) of bullying if their son feels too threatened to do so. Parents should resist their son's pleas to say nothing. The College cannot do anything to stop the bullying if staff do not know about it.
4. Communicate to their son that they need to work with the College in supporting him.
5. Be willing to attend interviews.
6. Be willing to actively support the school's processes.

C) Observers/By-standers should support the bullied student by:

1. Desisting from joining in or encouraging the bullying behaviour, or recording the bullying behaviour and posting the recorded incident on any form of social media, including Snapchat, Instagram, facebook etc. Students who assemble to watch or remain in a position to watch any act of bullying or harassment may be deemed to be guilty of bullying as well.
2. Walking away from the bully and taking the victim with them.
3. Calling on the bully to stop their actions, without putting themselves in harm's way and without causing further aggravation to the situation.
4. Reporting the matter to a staff member or adult with whom they feel comfortable.

D) The alleged bully should:

1. Discontinue the bullying behaviour.
2. Be helped to understand how his words and/or actions have been harmful and to learn from the experience, remembering the College "three strikes" bullying policy and its consequences.
3. Co-operate with the strategies devised and expect his parents and subject teachers to be informed if appropriate

4. Where appropriate, be prepared to participate in a Restorative Meeting, with appropriate adult support and supervision, to repair the relationship between himself and the victim.

E) The College will:

1. Conduct regular surveys where students will be asked to respond to questions about bullying or harassment. The results will be used by the College to identify any potential problem times, places or age groups in an effort to ensure appropriate anti-bullying measures.
2. Clearly communicate and enforce a “three strikes” bullying policy. A student reasonably believed to be guilty of bullying behaviour twice, cannot expect a third chance. A third strike automatically results in a Disciplinary Committee Meeting which may recommend termination of enrolment to the Principal.
3. Offer on-site counselling and/or psychology services where appropriate.

IMPLEMENTATION

1. The staff member informed about an alleged bullying incident will make a suitable initial response which includes informing the student’s Tutor Teacher and House Leader/Student Welfare Co-Ordinator. Where applicable the following will occur:
 - a) Initial meetings with both parties separately to record the essential details.
 - b) making an appropriate response to each party to reassure the complainant and to ensure his/her safety and to curb and prevent further bullying by the alleged bully.
 - c) where practical, ensuring both parties make a written statement of the incident.
 - d) fully briefing the next key person in the process (eg. Tutor and House Leader/Student Welfare Co-Ordinator) and, in conjunction with them, devise and implement the appropriate response or strategy.
 - e) implementing as appropriate the strategies devised for both parties in cooperation with the Tutor and House Leader/Student Welfare Co-Ordinator.
 - f) ensuring that injured students are attended to in First Aid as soon as possible.
 - g) contacting parents of all parties as soon as possible.
 - h) ensuring that all notes are filed on e-workspace and/or student file.
 - i) restorative meeting, at the end of the process, if appropriate.

In serious cases, an immediate response may include counselling/mediation as a first response, and may require the isolation/suspension of the offending student.

2. If the situation remains unchanged a specific strategy will be developed for each case by the House Leader/Student Welfare Co-Ordinator, who may in conjunction with the Assistant Principal for Student Welfare and the Counselling Team appoint a specific Case Management Team (eg. Tutor, House Leader, Counsellor). Parents will be a part of the process as appropriate. There are a variety of strategies consistent with a restorative practices approach, which may be used, eg.
 - assisting both victim and bully to develop an action plan with a variety of responses to deal with various scenarios;
 - requesting subject teachers to alter or make a seating plan;

- removing student/s from the yard;
 - assigning a mentor to victim or bully or both;
 - assigning different areas of the yard to the students involved in this incident;
 - referring either victim or bully or both to counsellors for additional support and assistance;
 - providing resources to parents of either party to assist them with their sons;
 - parental Involvement either by phone, letter or interview;
 - personalised Behaviour Modification Plan;
 - intensive Individual Counselling;
 - consequences set by the College.
3. If the incident is the first time that a student has bullied another student at the College, and depending on the age and circumstances of the incident, the student may receive a pre-bullying strike letter, which will be recorded on their file. The letter will outline the three strikes process if the student bullies again.
5. If a student found to have been bullying fails to modify his behaviour appropriately after a first intervention, further steps will follow:-
- The next incident will attract a first strike bullying letter which outlines the situation, and indicates the next steps if the student re-offends.
 - A second incident will attract a second strike bullying letter which warns the student that a third incident will automatically trigger a review of their enrolment at the College.
 - A third incident will result in the student's enrolment being reviewed and may result in a negotiated transfer to another school.
5. Staff need to recognise when a strategy is not working; there must be a follow-up system developed with a strategy to establish whether or not the bullying has stopped. In such cases, different strategies will be immediately devised.
6. Counselling is available to both parties at all stages of the process.
7. Staff will acknowledge positive gains in students' efforts (both bully and bullied) to change their behaviour.
8. The College will attempt in the context of its values, to raise awareness of rights and responsibilities of:
- staff - through appropriate regular meetings where information is exchanged and specific concerns addressed,
 - parents - through publications, information nights, and parent forums,
 - students - through the Curriculum (e.g. in Art, Personal Development, Drama, Social Studies, Religious Education, Tutor Period, assemblies, pastoral care etc.) and through Student Leaders and their active support for the policy.

Approved by the College Board June 1997.

Revised and approved by the College Board March 2000, November 2003, June 2004, July 2008, March 2015, November 2015