



P3.4: POLICY FOR ANTI-BULLYING

1.0 Statement of Purpose

Condeell Park Christian School is committed to maintaining a God-honouring, loving, safe and caring environment so that all pupils can attend and learn in a secure environment (1 John 4:7-8; Romans 12:18). Bullying is unacceptable and will not be tolerated (Matthew 18:6-10). Any act of bullying will be addressed appropriately in accordance with the school's relevant policies (Code of Conduct, School Discipline Policy, Pastoral Care, etc).

2.0 Objectives of this Policy

In compliance with the [Australian Safe Schools Framework](#), this policy is designed to promote and uphold anti-bullying behaviour. The policy aims to avoid, prevent and manage bullying behaviour, and to provide guidelines, support systems and resources on how to identify and address bullying behaviour. Ultimately, this policy, together with other school policies and regulations, aim to create a learning environment that is free of bullying. The wellbeing of students is enhanced and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Therefore, it is important that all teachers, teacher's aides, students and parents become aware of the school's *Anti-bullying Policy* and how to respond if/when bullying does occur.

3.0 Scope

The Policy for Anti-bullying is for all students, teachers and staff. Implementation of the policy involves all students, teachers, staff and parents.

4.0 Definitions

4.1 Bullying

Bullying is deliberate and repeated verbal, physical, social or psychological behaviour that is intentionally harmful and involves the misuse of power by an individual or group towards one or more persons.

4.1.1. Types of Bullying

The three broad categories of bullying are:

- Direct physical bullying e.g. hitting, punching, kicking, scratching, spitting, tripping, pushing, damaging property, intimidating others

- Direct verbal bullying e.g. name-calling, teasing, using offensive names, ridiculing, putdowns, sarcasm, threats, insults, racist remarks, etc.
- Indirect bullying - this is harder to recognise and often carried out without the knowledge of the student who is being attacked. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying behaviour can be:
 - **Social**
 - Ignoring
 - Excluding – deliberately excluding others from group, refusing to sit next to someone etc.
 - Ostracising
 - Alienating
 - Making inappropriate gestures
 - **Psychological**
 - Lying and spreading rumours
 - Publically revealing personal information
 - Dirty looks
 - Stealing, hiding, damaging or destroying someone's property or possessions
 - Extortion - Threatening to take someone's possessions, food or money etc.
 - Playing jokes to embarrass and humiliate
 - Mimicking
 - Encouraging others to socially exclude someone
 - Damaging someone's social reputation and social acceptance
 - **Cyberbullying**
 - Verbal, social and psychological bullying through the use of technology (such as emails, blogs, websites)
 - Sending malicious SMS and email messages
 - Inappropriate use of cameras on phones or other electronic devices

4.1.2. What Bullying is Not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially negative situations that are often confused with bullying:

- *Mutual conflict* involves an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
- *Social rejection or dislike*, is not bullying unless directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

- *Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation* are not regarded as bullying. If a student is verbally abused or pushed on only one occasion they are not being bullied.

(Reference: <https://www.glhv.org.au/sites/default/files/SafeSchoolsStrategy.pdf>)

4.2 Student Wellbeing

Student wellbeing is a sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships and experiences at school.

5.0 Responsibilities

5.1 Principal

The Principal must ensure that the school implements an Anti-bullying Plan that:

- is developed collaboratively with students, school staff, and parents;
- includes strategies for:
 - developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying
 - developing a statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour
 - maintaining a positive climate of respectful relationships where bullying is less likely to occur
 - developing and implementing programs for bullying prevention
 - developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships
 - developing and implementing early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour
 - empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders
 - developing and publicising clear procedures for reporting incidents of bullying to the school
 - responding to incidents of bullying that have been reported to the school quickly and effectively
 - matching a planned combination of interventions to the particular incident of bullying
 - providing support to any student who has been affected by, engaged in or witnessed bullying behaviour
 - providing regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents
 - identifying patterns of bullying behaviour and responding to such patterns
 - monitoring and evaluating the effectiveness of the Plan
 - reporting annually to the school community on the effectiveness of the Plan;

- developing systems for promotion of the Anti-bullying Plan to the School community, and for publishing on the school website;
- including contact information for the school police liaison officer where appropriate;
- reviewing the plan with the school community at least every four years.

5.2 Students

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

5.3 Parents and caregivers

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible on-line behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the School Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the School to resolve incidents of bullying when they occur.

5.4 The School community

All members of the school community have the responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the School community
- support the school's Anti-bullying Plan through words and actions
- work collaboratively with the School to resolve incidents of bullying when they occur
- build a positive learning environment where the whole school community feels included, connected, safe and respected

6.0 Responding to bullying

Bullying is contrary to the will of God and affects many people emotionally, psychologically and/or physically. As members of a Christian School, all students and staff are expected to act in a manner that is God-honouring and reflective of the school's ethos and the Policy for Code of Conduct (John 13:34-35).

Preventing and responding to bullying behaviour is a shared responsibility of all staff, students, and parents.

The *Complaints and Appeals Policy* establishes the standard approach to resolving complaints, including complaints about the way a reported incident of bullying has been managed.

7.0 Handling bullying behaviour

The School has in place *Procedures for Anti-Bullying* which must be followed when handling bullying behaviour or incidents.

Cases of substantiated bullying will be recorded by staff (See "Incident Report Form"), and parents will be requested to assist in discussing the problem.

A designated school staff member will investigate the reported bullying behaviour, and address it as expediently as practicable (SP3.4 Procedures for Anti-bullying). Pastoral care (see Pastoral Care Policy) will be provided to all involved in the bullying incident, and the offending party/ies will be given the appropriate discipline/corrective action. Where the school principal deems it necessary, the School Police Liaison Officer will be contacted for support.

The anti-bullying implementation plan will be followed through and monitored until such time when all issues have been satisfactorily addressed. The designated staff member will sign off the incident and file the necessary documents.

8.0 Policy Review Statement

This policy will be reviewed every two years.

9.0 References and Related Documents

SP3.4 Anti Bullying
F2.1.3 Critical Incident Report Form
F4.3 Behaviour Contract
P3.1 Pastoral Care