St Ursula's College

TOOWOOMBA

Positive Peer Relations (Anti-Bullying)

POLICY	
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Positive Peer Relations (Anti-Bullying)

Culture Statement

St Ursula's College, a Catholic educational and residential community in the Ursuline tradition, is dedicated to the education and care of young women.

We strive to create learning opportunities that will encourage students to take responsibility for their own thinking and learning, so that they may become more resourceful and empathetic young women who seek:

- the development of personal faith and spirituality
- participation and leadership in all facets of today's and tomorrow's world

The challenge for all is to model relationships within and beyond our community based on:

- mutual respect;
- tolerance and acceptance;
- care for the individual and the environment;
- interdependence and collaboration;
- service

so that our students, growing in wisdom, justice and integrity will contribute responsibly to their own transformation and that of society.

Purpose

This policy outlines the commitment of the community of St Ursula's College Toowoomba to the prevention of bullying by and of students in our school and the implementation of appropriate response strategies which address school bullying as mandated by law, Church teachings and convention.

Policy

St Ursula's College Toowoomba is committed to the prevention of bullying by and of students in our school, and the implementation of appropriate response strategies which address school bullying, as mandated by law, Church teachings and convention. We recognize the need to ensure that all students are able to learn and work in an environment where they feel safe and are free from bullying.

Rationale

St Ursula's College, a stand-alone College in the Ursuline Tradition, is a community that values mutual respect, tolerance and acceptance, care for the individual and the environment, interdependence and collaboration and service. We are a Catholic Ursuline College which is a community that is based on the Gospel values and the dignity of all human persons.

We acknowledge that there is clearly a common concern in the wider community about bullying, cyber bullying and violence in schools, and a need for effective responses to support students, staff and parents.

In the Catholic Ursuline College environment, students are, therefore, guided and encouraged to develop a sense of responsibility, self-control and self-discipline, and regulate their conduct in accordance with Christian principles.

Consequences

As a result of the implementation of this policy members of the St Ursula's College community will have a shared understanding of:

- what bullying is;
- how it impacts people and
- how it is to be responded to.

St Ursula's College will have effective school-based prevention and response strategies which address school bullying, comply with legislation, are guided by current evidence-based research and, and are known by, and developed for, the whole school community.

It is expected College staff, parents and students will work together to develop the knowledge, understanding and skills to support learning, positive behaviour, and constructive relationships.

The consequences of an effective whole school approaches to bullying include:

- Have a whole school anti-bullying policy (Positive Peer Relations policy).
- Have a strong Pastoral Care program based on positive relationships.

- Specific programs to promote pro-social behaviour eg Sorella Insieme (Peer Support) Program (in year 7).
- Provide adequate supervision during breaks ensuring high visibility of duty staff.
- Gather data using surveys such as the *Tell Them From Me (2021)* surveys, Resilience survey and then use this data to inform programs being offered in year levels.
- Provide lunch time activities for students.
- Create awareness through involvement in National Day of Action Against Bullying, Safer Internet Day and other national campaigns.
- Have a strong pastoral care system which promotes community, kindness and tolerance.
- Have a Student Code of Conduct.
- Have staff who model respectful behaviour.
- Use co-curricular activities, camps etc to promote respectful behaviour.
- Run campaigns in pastoral care centered on Respect and respectful behaviour.
- Keep ahead of current research.
- Provide opportunities for staff to go to workshops to bring back new ideas on fostering a harmonious community.
- Provide parents with information on bullying, what it is, what it is not and how to deal with it.
- Provide parents with information on what programs are running throughout the College.
- Regularly review the Positive Peer Relations policy.
- Promote a positive physical environment through such things as posters, stickers, etc.
- Involve the family in any situations where bullying occurs.
- Provide professional support through the counsellors on staff (trained psychologists).
- Aim to develop a Positive Peer Relations Committee of staff and students with input from parents to oversee the effectiveness of the policy and to address relevant issues.
- Use techniques to combat bullying that are tested.
- Provide staff with up-to-date information on what to do to assist students who are bullied
- Use the Student Representative Council as a sounding board for ideas on how to improve student interaction.
- Teach the students social skills, conflict resolution skills and how to respond to bullying.
- Continuous professional development of staff.

Definitions of Bullying

What is Bullying?

In 2018, the Education Ministers agreed on the following definition:

'Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Forms of Bullying

Bullying, experienced by students and adults, can take many forms. Some are obvious to spot while others can be more subtle. The National Centre Against Bullying identifies five kinds of bullying. These are:

- **Physical Bullying**
  Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short-term and long-term damage.

- **Verbal Bullying**
  Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.

- **Social Bullying**
  Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes:
  - lying and spreading rumours
  - negative facial or physical gestures, menacing or contemptuous looks
  - playing nasty jokes to embarrass and humiliate
  - mimicking unkindly
  - encouraging others to socially exclude someone
  - damaging someone's social reputation or social acceptance

- **Cyber Bullying**
  Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

  Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:
  - abusive or hurtful texts emails or posts, images or videos
  - deliberately excluding others online
  - nasty gossip or rumours
  - imitating others online or using their log-in.

  See Cyberbullying | eSafety Commissioner for detailed information and resources.

- **Psychological Bullying**
  Psychological bullying can include threats, manipulation or stalking someone

What Bullying is not

- Single episodes of social rejection or dislike.
- Single episode acts of nastiness or spite.
- Random acts of aggression or intimidation.
- Mutual arguments, disagreements or fights.

These actions can cause great distress. However, they're not examples of bullying unless someone is deliberately and repeatedly doing them.

Signs of Bullying

- An unwillingness or refusal to go to school.
- Feeling ill in the mornings.
- Very few friends.
- Loss of interest in social activities, sport, etc.
- Becoming withdrawn and lacking confidence.
- Changes in eating, sleeping and mood patterns.
- Crying at night, having nightmares.
- Refusing to talk about what is wrong.
- Beginning to bully other students, siblings.
- Becoming aggressive and unreasonable.
- Truancy
- Misbehaviour
- Cuts and bruises
- Decline in academic performance.
- Suicidal thoughts.

What Can Students Do if Being Bullied

- Move away from bully and ignore.
- If bully follows, tell them to STOP.
- Tell an adult, parents, counsellor.
- Be courageous and speak up.
- Use the 'Do the Rite Thing' process -

  - **R = Recognise**
    You have the right to feel safe and to operate in an environment free of bullying.

  - **I = Inform**
    Inform the bullies that you want them to stop. Do this in a polite way.

  - **T = Tell**
    Tell a responsible adult about the bullying

  - **E = Evaluate**
    Evaluate the situation. If it does not improve, seek more help.

                                                      (with the thanks to The King's School)

- Use non-offensive humour.
- Look at your body language and behaviour – stand tall, look at people directly and smile.
- Avoid putting yourself in a situation where you could be targeted.
- Develop your ability to read body language, sense mood, be empathetic.
- Surround yourself with good friends.
- Do not retaliate – this can inflame the situation.
- Keep evidence of online behaviour, e.g. screenshots.
- Report offensive online behaviour to social media provider, e.g. Facebook.
- Report inappropriate online behaviour to eSafety Commissioner.

What Should I Do If I See Someone Being Bullied?

If you see someone being bullied (or witness it online), keep safe and choose your response to match the situation:

- Speak up and let the person doing the bullying know that what they are doing is bullying.
- Refuse to join in with the bullying and walk away.
- Help the student who is being bullied to ask for help.
- Ask a teacher or support person for help.
- Report what happened.
- Use some of the links on the Resources pages to help you find more information about bullying.

How Parents Can Help

- Observe any behaviours or distress that might be an indication of bullying.
- Report any suspected bullying to the appropriate people at the College.
- Listen openly to their child and offer strategies that are positive.
- Keep a written account and collect any evidence (especially of cyberbullying).
- Co-operate with the College in seeking the truth.
- Allow the College to deal with the situation through the procedures in place.

Rights and Responsibilities of Students, Staff and Parents

St Ursula's College promotes behaviour based on respect:

- Respect for God and the Sacred which is based on -
  - Respect for Self
  - Respect for Others
  - Respect for Community and its Environment.

Students have the right to:
- experience respectful and positive relationships
- be able to learn in a safe environment
- be listened to in an open manner when reporting an incident
- seek reparation
- participate in all College activities without fear of ridicule
- be accepted and feel worthwhile members of the community

Students have a responsibility to:
- refrain from bullying others
- actively discourage bullying by others – don't be a bystander
- report any bullying incidents of which they are aware
- intervene to protect a student who is being bullied unless it is unsafe
- have the courage to speak out if they are the target of bullies

Staff have a responsibility to:
- be familiar with and promote the College's Positive Peer Relations (Anti-Bullying) policy and procedures
- foster students' self-esteem, self-respect and respect for others
- be an exemplary role model for students in behaviour and values
- be aware of possible signs of bullying
- promote respectful behaviour
- listen to the student who has claims of bullying, take what they say seriously and act to support and protect them.
- teach students strategies to use if they are being bullied
- deal with any bullying issues promptly
- report suspected cases of bullying to the Head of Year or the Assistant Principal Pastoral Care
- keep parents informed about the situation
- not tolerate put downs of students by other students
- use issues to teach pro-social behaviour
- not engage in negative banter with students

Parents have a responsibility to:
- observe any behaviours or distress that might be an indication of bullying
- report any suspected bullying to the appropriate people at the College
- talk to the child and offer strategies that are positive
- keep a written account and collect any evidence (especially of cyberbullying)
- listen openly to their child
- if their child is the one accused, co-operate with the College in seeking the truth
- not engage with the alleged 'bully' but allow the College to deal with the situation through the procedures in place

Protocol in Dealing with Bullying

REPORT
- Listen carefully and calmly and document everything the student says.
- Ask questions to get more detail.
- Do not use terms 'bully' or 'victim'.
- Are there immediate risks to be addressed?

INVESTIGATE
- Collect additional information.
- Get student to write an account.
- Speak to all involved – one by one – have each person write an account – document thoroughly.
- Documentation should answer – who, what, where, when, how, why.

CONSULT AND NOTIFY
- Contact parents about situation. Parents may need to come into the College for interview.
- The matter may also need to be discussed with the appropriate College staff.

ACT
- Ask students how the situation can be repaired.
- Tell students parents will be involved.
- Inform the students about what you intend to do – immediate and short term responses.
- Provide suggestions about what to do if the bullying occurs again –
  - Talk about strategies with students
  - Suggest visit to Counsellor

RECORD
- Record incident in data base

FOLLOW UP / MONITORING
- Follow up with students/parents over next weeks/months.
- Monitor situation

REVIEW
- Set date for review

Responses to Bullying at St Ursula's College

At St Ursula's College, the following measures are followed:

- Listen to all parties and make extensive notes; ask students to write an account as well.
- Contact parents of both parties.
- Put measures into place to ensure that the 'bullied' feels safe at lunch breaks and in classes.
- Offer counselling through the College counsellors.
- Offer mediation if both parties agree – undertaken by a counsellor.
- Parent meetings if necessary (both with and without the student).
- Ask the student how they can make things right again.
- Spend time in reflection – Respect sheet.
- Implement a behaviour management scheme for individual students if needed.
- Internal suspension as a possible consequence.
- Suspension and a meeting with the Principal before re-entry as a possible consequence.
- Community Service to repay the community as a possible consequence.
- Face to Face apology
- Provide an offer of counselling to both parties.
- Use a visual representation to show how many people are involved after one incident.
- Hold the 'bully' accountable for their behaviour and the harm they have caused through appropriate disciplinary measures and learning programs.

What Roles Do Students Play in Bullying Situations?

The roles students play in bullying are not limited to those who bully others and those who are bullied. Some researchers talk about the "circle of bullying" to define both those directly involved in bullying and those who actively or passively assist the behaviour or defend against it. Direct roles include:

- **Students who Bully:** These students engage in bullying behaviour towards their peers. There are many risk factors that may contribute to the student's involvement in the behaviour. Often, these students require support to change their behaviour and address any other challenges that may be influencing their behaviour.

- **Students who are Bullied:** These students are the targets of bullying behaviour. Some factors put students at more risk of being bullied, but not all students with these characteristics will be bullied. Sometimes, these students may need help learning how to respond to bullying.

Even if a student is not directly involved in bullying, she may be contributing to the behaviour. Witnessing the behaviour may also affect the student, so it is important for her to learn what she should do when she sees bullying happen. Roles students play when they witness bullying include:

- **Students who Assist:** These students may not start the bullying or lead in the bullying behaviour, but serve as an "assistant" to students who are bullying. These students may encourage the bullying behaviour and occasionally join in.

- **Students who Reinforce:** These students are not directly involved in the bullying behaviour but they give the bullying an audience. They will often laugh or provide support for the students who are engaging in bullying. This may encourage the bullying to continue.

- **Outsiders:** These children remain separate from the bullying situation. They neither reinforce the bullying behaviour nor defend the student being bullied. Some may watch what is going on but do not provide feedback about the situation to show they are on anyone's side. Even so, providing an audience may encourage the bullying behaviour.

- **Students who Defend:** These students actively comfort the student being bullied and may come to the student's defence when bullying occurs.

Most students play more than one role in bullying over time. In some cases, they may be directly involved in bullying as the one bullying others or being bullied and in others they may witness bullying and play an assisting or defending role. Every situation is different. Some students are both bullied and bully others. It is important to note the multiple roles students play, because:
- Those who are both bullied and bully others may be at more risk for negative outcomes, such as depression or suicidal ideation.
- It highlights the need to engage all kids in prevention efforts, not just those who ae known to be directly involved.
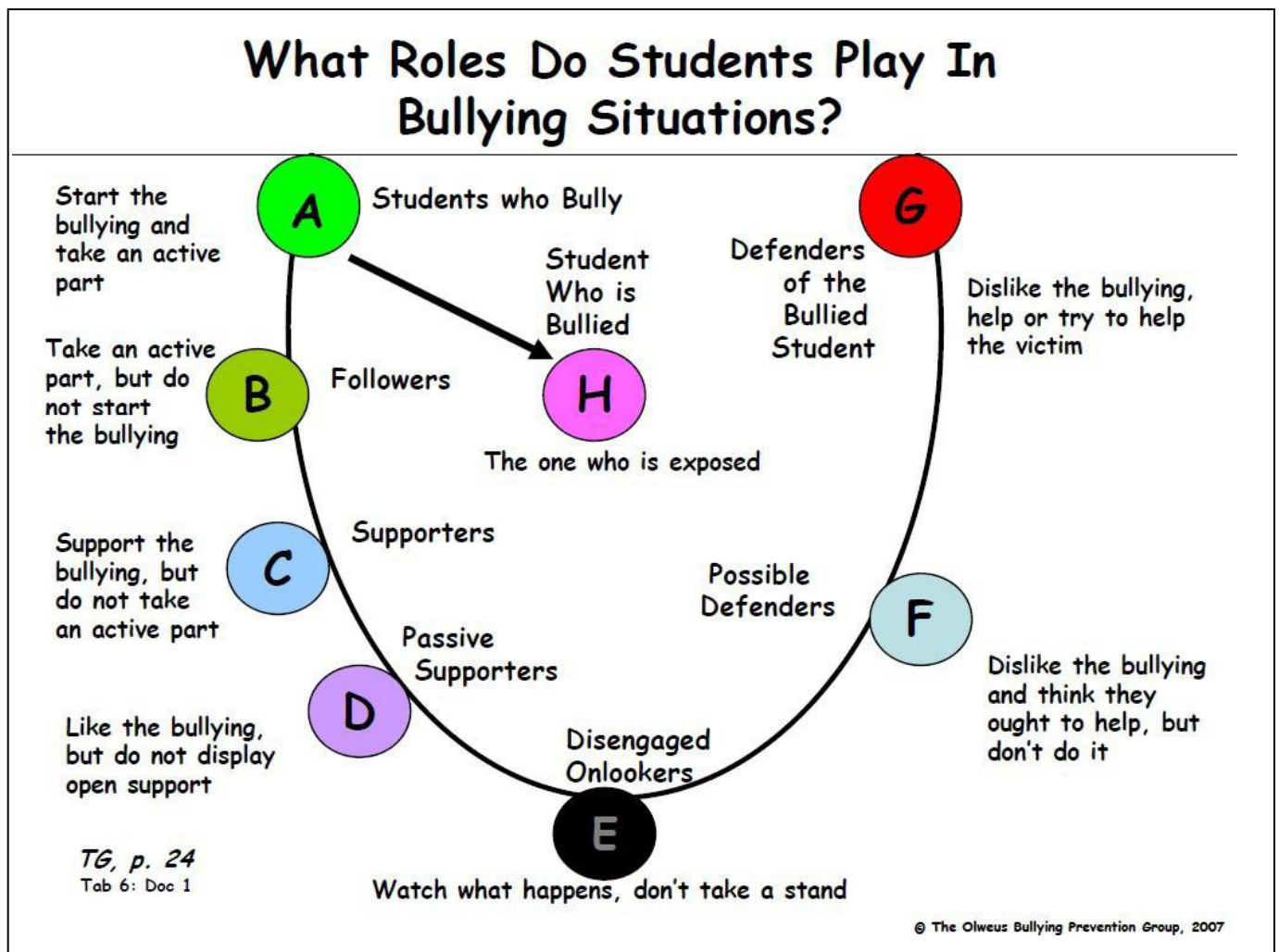
Taken from the Olweus Bully Prevention Program

The Bystander

Bullying situations usually involve more than the bully and the victim. They also involve bystanders – those who watch bullying happen or hear about it.

An important new strategy for bullying prevention focuses on the powerful role of the bystander. Depending on how bystanders respond, they can either contribute to the problem or the solution. Bystanders rarely play a completely neutral role, although they may think they do.

Hurtful Bystanders

Some bystanders… *instigate* the bullying by prodding the bully to begin.

Other bystanders… *encourage* the bullying by laughing, cheering, or making comments that further stimulate the bully.

And other bystanders… *join* in the bullying once it has begun.

Most bystanders… *passively* accept bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behaviour.

Helpful Bystanders

Bystanders also have the power to play a key role in preventing or stopping bullying.

Some bystanders… *directly* intervene, by discouraging the bully, defending the victim, or redirecting the situation away from bullying.

Other bystanders… *get help*, by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

Examining the Effects on The Bystander

Why don't more bystanders intervene?
- They think, "It's none of my business."
- They fear getting hurt or becoming another victim.
- They feel powerless to stop the bully.
- They don't like the victim or they believe the victim "deserves" it.
- They don't want to draw attention to themselves.
- They fear retribution.
- They think that telling adults won't help or it may make things worse.
- They don't know what to do.

Bystanders who don't intervene or don't report the bullying often suffer negative consequences themselves. They may experience:
- Pressure to participate in the bullying.
- Anxiety about speaking to anyone about the bullying.
- Powerlessness to stop bullying.
- Vulnerability to becoming victimized.
- Fear of associating with the victim, the bully, or the bully's pals.
- Guilt for not having defended the victim.

Preparing Students to Become Helpful Bystanders

ALL STUDENTS CAN BE EMPOWERED TO BECOME HELPFUL BYSTANDERS.
Adults can prepare students for this role by discussing with them the different ways bystanders can make a difference, and by letting them know what adults will support them, if and when they step forward. Adults can also provide examples of how helpful bystanders have shown courage and made a difference in real-life situations and in their own experiences.

Possible Intervention Strategies for Schools (Dr Ken Rigby)

The six major intervention methods available to schools

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

A much fuller examination of each of these approaches is available through published articles, books and DVDs.

Refer to the following website for the Ken Rigby article – Interventions in cases of bullying - Ken Rigby Online :

Ken_Rigby_Online

See Also (Related Policies and Procedures)

- Student Protection: Guidelines
- Student Protection Processes
- Staff Code of Conduct
- Student Code of Conduct
- Code of Conduct – Parents/Carers/Families/Volunteers
- Information Technology Policy and Agreements– staff and students
- Mobile Phone Policy
- Email Etiquette
- College Student Diary

Legislation

Relevant legislation includes, but is not limited to:

- Anti-Discrimination Act 1991
- Child Protection Act 199
- Education (General Provisions) Act 2006;
- Education (Accreditation of Non-State Schools) Act 2017;
- Education (Accreditation of Non-State Schools) Regulation 2017;
- Weapons Act (QLD) 1990;
- Weapons Category Regulation (QLD) 1997.

Also consider the United Nations Convention on the Rights of the Child.

Resources

There are many resources available, both Australian and international, to support schools. Schools should be selective to ensure suitability to each individual school context. The list below outlines resources that schools may use to assist in the implementation of their policies.

Alannah and Madeline Foundation: The Alannah and Madeline Foundation is a national charity keeping children safe from violence and its devastating impact. The foundation runs innovative programs and initiatives such as: Children Ahead, Buddy Bags, National Centre Against Bullying, eSmart Schools, eSmart Libraries and eSmart Homes..
http://www.amf.org.au/AboutUs/

BOUNCE BACK!: a classroom resiliency program written by Helen McGrath and Toni Noble. It is a collection of practical classroom strategies to help young people cope with the complexity of their everyday lives and learn to 'bounce back' when they experience sadness, difficulties, frustrations and hard times.
http://www.bounceback.com.au/

Bullying No Way! is an educational website for Australian school communities and the general public. As well as providing information for individuals, the website provides online curriculum and other resources to support the bullying prevention work of schools. Cybersafety resources and information aimed at children, parents and teachers are provided on the website.
www.bullyingnoway.gov.au

eSafety – Office of Children's eSafety Commissioner: This is a one stop shop for online safety. Provides Australians with a range of up-to-date information and resources, coupled with a comprehensive complaints system to assist children who experience serious cyberbullying. www.esafety.gov.au

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. It was developed by Dr Donna Cross and co-workers at Edith Cowan University.
http://www.friendlyschools.com.au/about.php

Kids Helpline: a free, private and confidential, 24-hour telephone and online counselling service specifically for young people aged between 5 and 25 years. Kids Helpline | Phone Counselling Service | 1800 55 1800

KidsMatter: a school based framework that aims to improve the mental health and wellbeing of children, reduce mental health problems and achieve greater support for children experiencing mental health difficulties and their families.
http://www.kidsmatter.edu.au

MindMatters: a resource and professional development program supporting Australian secondary schools in promoting and protecting the health, social and emotional wellbeing of all the members of school communities.
http://www.mindmatters.edu.au/default.asp

ReachOut: 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

Safe Schools Hub: a one-stop shop for information and resources underpinned by the National Safe Schools Framework. The Hub assists school communities to nurture student responsibility and resilience, build a positive school culture, foster respectful relationships and support students who are impacted by anti-social behaviour, including bullying and cyberbullying. www.safeschoolshub.edu.au

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

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

Additional resources – background reading
The following list of selected readings has been compiled by Dr Ken Rigby during his consultancy for the Department of Education and Training.
Olweus, D. (1993). Bullying at school. Cambridge:Blackwell
McGrath, H., and Noble, T. (Eds) (2005). Bullying Solutions Sydney: Pearsons Education.
Rigby, K. (2007, revised, updated). Bullying in schools and what to do about it: Camberwell, ACER.
Rigby, K. (2002). New perspectives on bullying. London: Jessica Kingsley. Available from Footprints, Sydney.
Smith, P.K. and Sharp, S. (Eds) (1994). School Bullying: insights and perspectives. London:
Routledge
Smith, P.K et al (Eds) (1999). The Nature of School Bullying: A cross-national Perspective. London: Routledge.

Books on Approaches to Addressing Bullying
Lewers, R. and Murphy, E. (2000). The Hidden Hurt..Ballarat: Wizard Books Pty Ltd.
Rigby, K. (2003). Stop the bullying: a handbook for schools (Revised edition) Melbourne: ACER. Ph. 03 98577447 or (free call, interstate: 1800 338402).
Rigby, K. and Thomas, E.B (2010, in press). How schools counter bullying: policies and procedures in selected Australian schools. Melbourne: ACER.
Rigby, K (2003). Bullying among young children: a guide for teachers and carers. Canberra: Australian Government Attorney General's Department.
Sharp, S. and Smith, P.K. (Eds). (1994). Tackling Bullying in your school: a practical handbook for teachers. London, Routledge.
Suckling, A. and Temple, C. (2001) Bullying: a whole school approach. Melbourne: ACER.
Current

Audit Tools
Friendly Schools Friendly Families physical environment audit tools
http://www.friendlyschools.com.au/survey/Sample-questions.pdf

http://www.friendlyschools.com.au/materials/whole-school/physical-nvironment.php#samples

http://www.friendlyschools.com.au/materials/whole-school/physical-nvironment.php#physical

MindMatters staff survey
http://www.mindmatters.edu.au/verve/_resources/Staff_survey_Full_version.pdf

Books on Aspects of Bullying in Schools
Strategies for responding to bullying incidents

Renn, S., Van Velsen, J., Matheison, P., Dennis, K., Langley, J. (2009). The bullying intervention toolkit. Queenscliff, Victoria: Inyahead Press.

Rigby, K. (2010, in press). Bullying Interventions in schools: Six basic approaches. Camberwell: ACER.

Promoting target assertiveness and self-esteem

Elliott, Michelle (1998). Bullying. London: Hodder Children's Books.

Romain, T. (1997). Bullies are a pain in the brain. Minneapolis: Free Spirit Publishing Co.

Stones, R. (1993). Don't pick on me. :Markham, ON::Pembroke

Conflict resolution skills

O'Toole, J., Burton, B. and Plunkett, A. (2004). Cooling conflict : a new approach to managing bullying and conflict in schools. Frenchs Forest, NSW: Pearson Education/Book

Johnson, D.W. and Johnson, R.T. (1991). Teaching students to be peacemakers. Edina, Minnesota: Interaction Book Company.

Non-punitive approaches

Renn, S., Van Velsen, J., Matheison, P., Dennis, K., Langley, J. (2009). The bullying intervention toolkit. Queenscliff, Victoria: Inyahead Press.

Robinson, G. and Maines, B. (2008). Bullying: A Complete Guide to the Support Group Method, London: Sage.

Pikas, A. (2002). New Developments of Shared Concern Method. School Psychology International 23, 3, 307-326.

Readymade Productions (2007). The Method of Shared Concern: a staff training resource for dealing with bullying in schools. Adelaide, Readymade Productions. www.readymade.com.au/method

Rigby, K. (2005). The Method of Shared Concern as an intervention technique to address bullying in schools: an overview and appraisal. Australian Journal of Counselling and Guidance 15, pp 27-34.

Mediation and peer support

Cohen, R. (2005, second edition). Students Resolving Conflict. Tucson, Arizona , Good Year Books.

Cremin, H. (2007). Peer mediation: Citizenship and social inclusion revisited. Buckingham: Open University Press.

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Restorative Practices and Community Conferencing

Morrison, B. (2002). Bullying and targetisation in schools: a restorative justice approach. Trends and Issues, No 219, Canberra, Australian Institute of Criminology.

Moore, David School Bullying and Community Conferencing: Download from

http://www.education.unisa.edu.au/bullying/moore.html

Sherman, L.W. and Strang, H (2007). Restorative Justice: the evidence. London: The Smith Institute.

Thorsborne, M and Vinograd, D. (2004). Restorative Practices in schools. Geelong: Margaret Thorsborne and Associates

Cyber bullying

Shariff, S. (2008). Cyber-bullying: Issues and solutions for the school, the classroom and the home. New York: Routledge.

Smith, P.K, Mahdavi, J., Carvalho, M., Fisher, S., Russell, S. and Tippett. (2008). Cyberbullying: its nature andimpact in secondary school pupils. Journal of Child Psychology and Psychiatry 49, 376- 385.

Bystander Behaviour

Coloroso , B. (2009). The Bully, The Bullied And The Bystanders: From Preschool To High school--how Parents/carers And Teachers Can Help Break The Cycle (updated Edition) New York: Collins living.

Rigby, K. and Johnson, B. (2004). Bystander behaviour of South Australian school children observing bullyingand sexual coercion.

Health matters

McGrath, H. & Noble, T. (2003). BOUNCE BACK! a classroom resiliency program. Sydney: Pearson Education.

Juvenon, J. and Graham, S. (Eds). (2000). Peer harassment in schools: the plight of the vulnerable and the targetised. New York: Guilford.

Rigby, K. (2003). Consequences of bullying in schools. Canadian Journal of Psychiatry, 48, p 583-591.

Books for Parents/Carers

Carr-Gregg, M. (2007). Real Wired Child: What parent need to know about kids online. Camberwell, Penguin Group.

Rigby, K. (2003). Bullying among young children: A guide for parents/carers. Canberra: Australian Government Attorney General's Department.

Rigby, K. (2008). Children and bullying: how parents/carers and educators can reduce bullying at school.Boston, Wiley-Blackwell.

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- o Vodcast 2 - Addressing bullying in schools
- o Vodcast 3 - Interventions in cases of bullying
- o Vodcast 4 - Three more ways of intervening
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- o Vodcast 6 - Issues with parents/carers and evaluating anti-bullying work.
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APPENDICES

Satisfaction Survey for Parents/Carers

The following satisfaction survey letter is from the Safe to Learn resource (DCFS, 2007) and schools may choose to send this to parents/carers two months after a bullying incident has occurred to seek feedback on their satisfaction with the school's processes and the outcome for their child. This letter should not be used if there is an ongoing complaints procedure.

Dear Parent/Carer

Two months ago your child was the subject of bullying behaviour. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask for, and you give, your specific permission.

How easy was it for your child/you to report the bullying? (circle one)

1   2   3   4   5

(1=not easy)   (5=very easy)

Comment if we could improve:

How satisfied are you with what we did to make your child feel safe? (circle one)

1   2   3   4   5

(1=not satisfied)   (5=very satisfied)

Comment if we could improve:

How satisfied are you with the support your child has had since the bullying incident from the school? (circle one)

1   2   3   4   5

(1=not satisfied)   (5=very satisfied)

Comment if we could improve:

Overall how satisfied are you with the way in which this school deals with bullying incidents? (circle one)
1   2   3   4   5

(1=not satisfied)   (5=very satisfied)

Comment if we could improve:

Thank you for your assistance in completing this feedback form. We will use this information to think about what we do to address bullying, and make our school one where students and parents/carers are confident that we are honest about problems which happen, confident that we do not tolerate bullying behaviour and that our school staff support children.

Yours sincerely

Principal

Bullying Hurts Brochure
available at - https://www.amf.org.au/media/1119/bullying-hurts_printview.pdf

Bullying is serious

- 27 per cent of young people report they are bullied every two weeks or more often.
- Cyberbullying happens to about one in five young Australians every few weeks or more often.
- Many young people who bully online also bully face to face.
- Some young people who are bullied later go on to engage in bullying others.
- Bullying can seriously damage physical, social and emotional health.
- Bullying hurts the perpetrator as well. Young people who bully over time are more likely to engage in ongoing anti-social behaviour and criminality, have issues with substance abuse, demonstrate low academic achievement and be involved in future child and spouse abuse.

Who can help?

Kids Helpline
1800 551 800
www.kidshelp.com.au

Cybersafety help
www.cybersmart.gov.au

Australian Federal Police
www.afp.gov.au

ReachOut.com
au.reachout.com

Beyondblue
www.beyondblue.org.au

Bullying. No way!
www.bullyingnoway.gov.au

The Australian Psychological Society
www.psychology.org.au

To download an electronic version of this brochure, visit the National Centre Against Bullying (NCAB) website: **www.ncab.org.au**

Contact us

The Alannah and Madeline Foundation is a national charity keeping children safe from violence.

The Foundation was set up in memory of Alannah and Madeline Mikac, aged six and three, who along with their mother and 32 others were tragically killed at Port Arthur, Tasmania on 28 April 1996.

The Alannah and Madeline Foundation
PO Box 5192
South Melbourne Vic 3205
t (03) 9697 0666
f (03) 9690 5644
e info@amf.org.au
w amf.org.au

foundation partner

nab

The Alannah and Madeline Foundation
Keeping children safe from violence

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The Alannah and Madeline Foundation
Keeping children safe from violence

Bullying hurts

What is bullying?

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm.

It can involve an individual or a group misusing their power over one or more persons.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.

Types of bullying

- **Verbal or written abuse** - such as targeted name-calling or jokes, or displaying offensive posters.

- **Violence** - including threats of violence.

- **Sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.

- **Homophobia** - and other hostile behaviour towards students relating to gender and sexuality.

- **Discrimination including racial discrimination** - treating people differently because of their identity.

- **Cyberbullying** - either online or via mobile phone.

What is 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.

- **Social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude, or create dislike by others.

Signs that your child might be being bullied

It's not always easy to tell if a young person is being bullied, as sometimes they don't want to disclose what's happening to them.

If you notice a significant change in behaviour, this could be cause for concern. Other signs can include changes to mood or eating and sleep patterns; withdrawal from family, social groups or friends; decline in school performance or unwillingness to attend; lost, torn or broken belongings; scratches or bruises, or implausible excuses for any of the above.

What to do if your child is bullying others

- Stay calm. Remember, the behaviour is at fault, rather than the child.

- Make sure your child knows bullying behaviour is inappropriate and why.

- Try to understand the reasons why your child has behaved in this way and look for ways to address problems.

- Encourage your child to look at it from the other's perspective, for example, "how would you feel if…"

- Help your child think of alternative paths of action.

- Provide appropriate boundaries for their behaviour.

Things you can do if your child is being bullied

1. Listen to your child's story

Try to listen to the whole story without interrupting. Be empathic, calm and validate what your child says. Ask what your child would like to happen, before making suggestions.

2. Have a conversation about what happened

Try not to let your emotions get involved as it might deter your child from talking to you. You'll help them more if you stay calm. Remind your child it's normal to feel hurt, it's never OK to be bullied, and it's NOT their fault.

3. Make a record of events

Note all incidents of bullying, including what, when and where they occurred, who was involved and if anybody witnessed the incidents.

4. Work with your child's school to find a solution

Find out if the school is aware of the bullying and whether anything has been done to address the situation. Check your school's bullying policy. Make an appointment to speak to your child's teacher or wellbeing coordinator. Follow up with another meeting to ensure the situation is being addressed. Remember, they are there to help.

5. Find other ways to support your child

Coach your child to use neutral language or, if appropriate, joking language in response, and explain that it is better to stay away from unsafe situations if possible. Don't offer to confront the person yourself.

Encourage your child to get involved in extra-curricular activities such as sports and hobbies where they can spend time with other young people.

REPORT ON INCIDENT OF ALLEGED BULLYING

Staff / Student / Parent recoding incident _____ Date ___ / ___ / ___

Name of student(s) who appear to have instigated bullying

_____ Year/Class _____

Name(s) of target(s) _____

Name(s) of witness(es) _____

Did you observe the incident?   Yes ☐ No ☐

If 'NO' who reported the incident to you? _____

Brief description of incident (what was allegedly said or done)

_____

_____

_____

What form(s) of alleged bullying took place?   ☐ Verbal   ☐ physical   ☐ indirect   ☐ cyber   ☐ other

Describe how you responded (did you use a school anti-bullying practice?)

_____

_____

_____

Did you refer to:
College Policies?   Yes ☐   No ☐
Student Protection?   Yes ☐   No ☐
Positive Per Relationships?   Yes ☐   No ☐

Describe how the student responded to your intervention

_____

_____

_____

Where parent/s / guardian/s contacted?   Yes ☐   No ☐
Provide account: _____

_____

Where /when / time incident took place:

Location: _____

When? Before School ☐   Recess ☐   Lunch ☐   In class ☐   After school ☐

Time: _____ : _____ am / pm   Date incident took place: _____ / _____ / _____
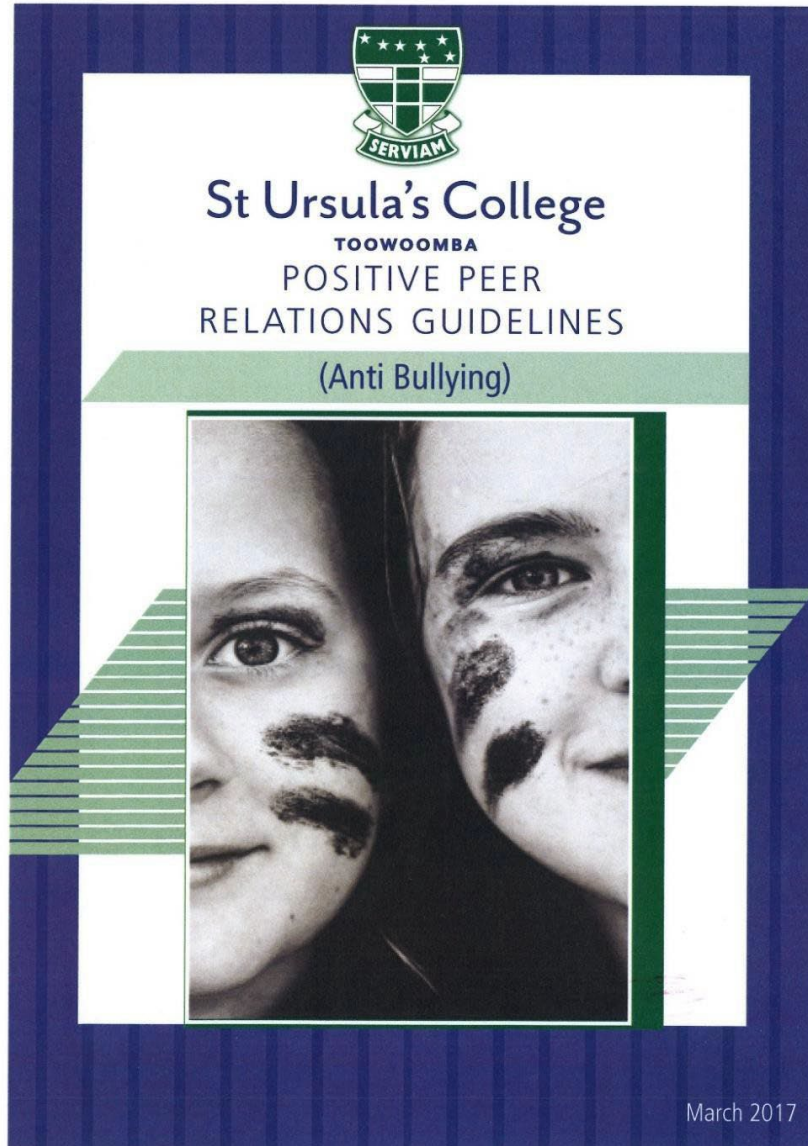
Attach all relevant documents

Informed:
Deputy Principal   Yes ☐   No ☐   Date: _____ / _____ / _____

Assistant Principal Pastoral Care   Yes ☐   No ☐   Date: _____ / _____ / _____

St Ursula's College
TOOWOOMBA

POSITIVE PEER RELATIONS GUIDELINES

(Anti Bullying)

March 2017

RATIONALE

St Ursula's College is a community that is 'Connecting with Life' and values mutual respect, tolerance and acceptance, care for the individual and the environment, interdependence and collaboration and service. We are a Catholic Ursuline College which is a community that is based on the Gospel values and the dignity of all human persons.

In this Catholic Ursuline College environment, students are, therefore, guided and encouraged to develop a sense of responsibility, self-control and self-discipline, and regulate their conduct in accordance with Christian principles.

Therefore, St Ursula's College considers bullying in any form to be an unacceptable form of behaviour which will not be tolerated under any circumstances. Reported incidents will be investigated thoroughly and appropriate consequences will apply.

RIGHTS AND RESPONSIBILITIES OF STUDENTS, STAFF AND PARENTS

St Ursula's College promotes behaviour based on respect:

- Respect for God and the Sacred, which is based on
    - Respect for Self
    - Respect for Others
    - Respect for Community and its Environment.

- **Students have the right to:**
    - Experience respectful and positive relationships
    - Be able to learn in a safe environment
    - Be listened to in an open manner when reporting an incident
    - Seek reparation
    - Participate in all College activities without fear of ridicule
    - Be accepted and feel worthwhile members of the community.

- **Students have a responsibility to:**
    - Refrain from bullying others
    - Actively discourage bullying by others – don't be a bystander
    - Report any bullying incidents of which they are aware or are witness to.
    - Intervene to protect a student who is being bullied unless it is unsafe
    - Have the courage to speak out if they are the target of bullies

Page 2

- **Staff have a responsibility to:**
    - Be familiar with and promote the College anti-bullying policy and procedures
    - Foster students' self-esteem, self-respect and respect for others
    - Listen to the student who has claims of bullying, take what they say seriously and act to support and protect them
    - Report to appropriate people
    - Teach students strategies to use if they are being bullied
    - Deal with any bullying issues promptly
    - Keep parents informed about the situation
    - Use issues to teach pro-social behaviour.

- **Parents have a responsibility to:**
    - Observe any behaviours or distress that might be an indication of bullying
    - Report any suspected bullying to the appropriate people at the College
    - Listen openly to their child and offer strategies that are positive
    - Keep a written account and collect any evidence (especially of cyberbullying)
    - Co-operate with the College in seeking the truth
    - Allow the College to deal with the situation through the procedures in place.

WHAT IS BULLYING

The National Centre Against Bullying (2016) defines bullying:

Bullying is when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond.

Bullying can continue over time, is often hidden from adults, and will probably continue if no action is taken.

Bullying is a relationship problem and requires relationship-based solutions. These are best solved in the social environment in which they occur: in a child or young person's life, this is most often the school.

Important elements are:
- It is repeated over time
- It involves a balance of power
- It is done with the intent to injure, embarrass or isolate
- It targets specific person(s)
- It involves an imbalance of effect, eg the bully is calm, the victim is upset.

Forms of Bullying

Bullying, experienced by children and adults, can take many forms. Some are obvious to spot while others can be more subtle. The National Centre Against Bullying identifies five kinds of bullying. These are:

Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short-term and long-term damage.

Verbal bullying

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.

Psychological bullying

Psychological can include threats, manipulation or stalking someone.

Social bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.

Cyber bullying

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

WHAT BULLYING IS NOT

- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights.

These actions can cause great distress. However, they're not examples of bullying unless someone is deliberately and repeatedly doing them.

SIGNS OF BULLYING

- An unwillingness or refusal to go to school
- Feeling ill in the mornings
- Very few friends
- Loss of interest in social activities, sport, etc
- Becoming withdrawn and lacking confidence
- Changes in eating, sleeping and mood patterns
- Crying at night, having nightmares
- Refusing to talk about what is wrong
- Beginning to bully other students, siblings
- Becoming aggressive and unreasonable
- Truancy
- Misbehaviour
- Cuts and bruises
- Decline in academic performance
- Suicidal thoughts.

DO THE RITE THING - WHAT CAN STUDENTS DO?

R *Recognise* you have the right to feel safe and to learn free from bullying.

I *Inform* the bullies you want them to stop. Be polite and firm.

T *Tell* a responsible adult.

E *Evaluate* the situation, if it does not improve, seek help.

WHAT WE AT ST URSULA'S COLLEGE DO ABOUT BULLYING?

St Ursula's College and their teaching staff have a duty to take reasonable care for the safety and wellbeing of students while students are at school or are involved in a school activity.

Satisfying this duty of care involves:
- Providing a safe environment for students and staff
- Providing supervision of students
- Implementing anti-bullying strategies
- Caring for injured students (injury can stem from psychological as well as physical harm)
- Taking reasonable precautions to prevent a foreseeable and significant risk
- Taking precautions to avoid the risk of harm, taking into account the social utility of the risk-creating activity.

Meeting this duty of care is becoming more difficult with the rapid increase of digital technologies. If cyber bullying (taking place outside of school hours) impacts on a student's wellbeing, the school might be considered to have a duty of care extending beyond the child's time at school.
(National Centre Against Bullying 2016)

SOME PREVENTATIVE MEASURES USED AT ST URSULA'S COLLEGE

- A whole school anti-bullying policy (Positive Peer Relations policy)
- A strong Pastoral Care program based on positive relationships
- A strong Pastoral Care system which promotes community, kindness and tolerance
- Specific programs to promote pro-social behaviour, eg Rock and Water, Brainstorm's drama presentations, Peer Support program (in Year 7)
- Adequate supervision during breaks, ensuring high visibility of duty staff
- Data gathering using surveys such as the Harvard surveys, Resilience survey and then use this data to inform programs being offered in year levels
- Awareness raising through involvement in National Day of Action Against Bullying, Safer Internet Day and other national campaigns
- A College Code of Behaviour that is based on Respect
- Staff who model respectful behaviour
- Co-curricular activities, camps, etc to promote respectful behaviour
- Campaigns in Pastoral Care, centred on Respect and respectful behaviour.

- Techniques to combat bullying that are researched and tested in schools
- Staff who are provided with up-to-date information on what to do to assist students who are bullied
- Student Representative Council consultation for ideas on how to improve things
- Teaching of social skills, conflict resolution skills and responses bullying
- Continuous professional development of staff.

HOW DO WE RESPOND TO BULLYING AT ST URSULA'S COLLEGE?

At St Ursula's College we:

- Listen to all parties and make extensive notes; and ask students to write an account as well
- Contact the parents of both parties
- Put measures into place to ensure that the 'bullied' student feels safe at lunch breaks and in classes
- Offer counselling and mediation through College Counsellors
- Spend time in reflection - Respect sheet
- Implement a Behaviour Management Scheme for individual students, if needed
- Possible consequences include internal suspension, formal suspension and re-entry interview, community service, face-to-face apology
- Hold the 'bully' accountable for their behaviour and the harm they have caused through appropriate disciplinary measures and learning programs.

OUR FULL POLICY CAN BE FOUND ON THE COLLEGE WEBSITE.

www.st-ursula.qld.edu.au

WEBLINKS AND FURTHER INFORMATION

http://bullyingnoway.gov.au/
Provides Australian content on understanding, preventing and responding to bullying.

http://au.reachout.com/tough-times/bullying
ReachOut is Australia's leading online mental health organisation for young people, providing practical support to help them get through everything from everyday issues to tough times.

http://www.ncab.org.au/
The National Centre Against Bullying (NCAB), an initiative of the Alannah & Madeline Foundation, 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.

http://www.youthbeyondblue.com
Youth Beyond Blue provides information and support to help anyone in Australia achieve their best possible mental health, whatever their age and wherever they live.

https://www.esafety.gov.au
The Australian Government's eSafety Department is committed to helping young people have safe, positive experiences online.

http://angelshopeantibullying.com.au/
Angels Hope is an anti-bullying organisation that tackles the issue of bullying from all angles, from peer to peer grass roots school programs, working alongside schools, education institutions and officials, online support, support services, through to workshops, education programs and communications, with the aim of making bullying history.