

## STUDENT ANTI-BULLYING POLICY

This Policy is designed to ensure Emmanuel College complies with 7 minimum Child Safe Standards in line with Ministerial Order No 870. As educators, we have a mandatory obligation to create a culture which prioritises a safe, nurturing community for every child. The Standards provide a framework for routinely reviewing and strengthening child safety strategies, policies and practices.

### Introduction

Emmanuel College is committed to ensuring a harmonious and safe environment for all members of the College community where students, teachers and parents work co-operatively to ensure the College's educational goals can be successfully met. Any form of bullying, if allowed to go unchecked, will work against this aim.

**Bullying is behaviour that causes someone to feel fearful, threatened, excluded or in pain. It is deliberate and persistent. It can be caused by a person or by a group.**

Behaviour that is unacceptable at Emmanuel College:

- **Physical bullying** – any intentional and unwelcome use of physical contact or deliberate property damage. It includes fighting, pushing, interfering with another's property by stealing, hiding, damaging or destroying.
- **Verbal bullying** – use of language to threaten or hurt. This includes name-calling, offensive language, putting people down, back stabbing, and making degrading comments about another's family, religious, social or racial background.
- **Exclusion bullying** – leaving someone out on purpose to cause feelings of non-acceptance. It includes spreading malicious rumours, writing on poster/walls/books etc.
- **Extortion bullying** – use of threat or power to obtain favour or goods, e.g. bullying others to provide food, money, schoolwork.
- **Racial/Religious bullying** – antagonism or prejudice directed towards someone on the basis of their race/religion
- **Sexual bullying** – any unwelcome and uninvited comments, attention, contact or behaviour of a sexual nature that is found to be humiliating, offensive or intimidating.
- **Gesture bullying** – use of none-verbal signals to cause intimidation or fear.
- **Cyber bullying** – use of digital technology to deliberately cause someone to feel fearful, threatened, excluded or in pain. This may include inappropriate and/or unwelcome comments or messages, including material circulated about someone without their permission.
- **Any other bullying behaviour that is intimidating, unwelcome or uninvited** e.g. "Just Joking" which causes discomfort to others.

### Student Rights/Responsibilities/Expectations

In order to promote a secure, safe and healthy environment where all students can prosper:

- Students are expected to speak and act in a respectful and acceptable manner to all members of the College community.
- All students are expected to respect the property and belongings of others.
- Students have the right and responsibility to report offenders for the benefit of all students.

When a student has been confronted with some form of bullying or Harassment then the bullied person need not feel guilty, embarrassed or feel that they have done something wrong, and can expect prompt teacher support.

- Students who witness an incident have a responsibility to the whole college community to report the incident and they have the right to feel safe when doing so.
- Students should seek support from a member of the College community with whom they feel comfortable. This may be Homeroom teacher, House Leader, senior student or other member of homeroom, Student Counsellor/Youth Worker, Pastoral Co-ordinator, Campus Leader, Principal or Parents.
- Students should resist feeling threatened by naming the offender [the responsibility lies with the person who is behaving wrongly to others, not with the person who is trying to prevent it from happening]

## **First Step To Stop Bullying And Harassment**

Anyone who experiences bullying/harassment in any form is encouraged, as the first step, to report it to an adult that you trust. Bullying can never be tolerated. At all times the confidentiality of those effected will be respected. Appropriate consequences will be applied in all instances. It is important to remember that unless you are prepared to take the first step it is unlikely that the situation will change for the better. If you take the first step – teachers are committed to respond to you and to investigate the situation. **Anyone who is present when bullying and harassment occurs has an obligation to try to prevent it.** [*“If you are not part of the solution, you are part of the problem. It is right to tell”*] **Parents** who have knowledge of bullying and harassment are strongly encouraged to tell the college.

### **ALL REPORTS OF BULLYING WILL BE TAKEN SERIOUSLY AND ACTED ON**

#### **What you can do**

Bullying is never a joke. It's no shame to name when you're in pain. You always have choices when you are being bullied. It is important that bullying behaviour is not ignored. It is the responsibility of **all** members of the college community to act when it occurs.

#### **When the harassment or bullying occurs:**

- ☒ Look for support from those nearby
- ☒ Be firm and clear – be confident. Tell them to stop
- ☒ Get away from the situation as quickly as possible.

#### **After the harassment or bullying has occurred seek advice:**

- ☒ Don't blame yourself for what has happened
- ☒ Talk to a friend, a teacher, another adult or someone you trust
- ☒ **Keep speaking out until someone listens.**

**When talking to an adult about harassment or bullying be clear about:**

- ☒ What has happened to you
- ☒ How often it has happened
- ☒ Who was involved
- ☒ Where it happened
- ☒ How you felt about what happened.

**What others can do**

In cases of bullying or harassment, there is no such thing as an innocent bystander.

**Observers/bystanders should:**

- ☒ Desist from joining in
- ☒ Let the bully know that their actions are wrong
- ☒ Support the bullied student
- ☒ Report the matter to a staff member or adult with whom they feel comfortable.

**What parents can do**

- ☒ Continue their support of their child's emotional growth and the process of development of positive values.
- ☒ Be vigilant for signs of distress, changes in mood or patterns of behaviour, bruising, asking regularly for extra money, and damage to clothes or property, and take an interest in their child's social life.
- ☒ Be role models themselves in avoiding bullying behaviour of their children or staff members.
- ☒ Advise school staff of bullying if their child feels too threatened to do so.
- ☒ Communicate to their child that they need to work with the College in supporting them.
- ☒ Be willing to attend interviews.
- ☒ Be willing to actively support the school's processes.

**What staff can do**

- ☒ Act on every reported incident of bullying.
- ☒ Respond in a pastoral manner to both the victim and the bully.
- ☒ Be role models of appropriate behaviour and themselves avoid all forms of bullying behaviour against students or other staff members and parents.
- ☒ Be observant for signs of suspected bullying.
- ☒ Maintain appropriate supervision and arrive at class on time.
- ☒ Respond proactively in all classroom situations that promote the chance to bully, harass or cause hurt and embarrassment to students.
- ☒ Endeavour to assist victims of bullying by removing the cause of distress.

### **What the school does**

Bullying is deemed by the college to be a serious breach of expected behaviour.

- ☑ Promotes Emmanuel as a safe environment and is proactive in the education of the College community with regards to rights and responsibilities.
- ☑ Includes materials on bullying, tolerance and pro-social behaviours in the curriculum.
- ☑ Provides a safe environment for students, teachers, other staff and visitors.
- ☑ Provides a supportive environment that encourages positive relationships between students, their peers and teachers.
- ☑ Works with families in the process of rectifying the situation.
- ☑ Implements the Student Code of Conduct, School Behaviour Management and Welfare Policy, Anti-Bullying Policy and Assertive Behaviour management in a consistent and fair manner.
- ☑ Implements support structures and professional development for staff when and where necessary.
- ☑ Responds to all reports of bullying by students.
- ☑ Monitors appropriate behaviour on a consistent basis.
- ☑ Ensures that all staff implement the Anti-Bullying Policy.

### **Policy Implementation Process**

1. The teacher informed will make a suitable initial response. If the situation remains unchanged, a specific strategy will be developed for each case by the specific Case Management Team, for example class teacher, homeroom teacher, counsellor co-ordinator and so on. Parents will be a part of the process as appropriate.
2. Staff members making an initial response need to:
  - (a) Meet with both parties separately and record the essential details on appropriate form and provide copy for House Leader
  - (b) Make an immediate response to each party to reassure the complainant, to ensure his safety and to curb and prevent further bullying by the alleged bully.
  - (c) Ensure both parties make a written statement of the incident
  - (d) Fully brief the House Leader and in conjunction with them, devise and implement the appropriate response or strategy.
  - (e) Manage the strategies devised for both parties in co-operation with the Case Management Group.

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

3. 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.

4. Bullying is deemed by the College to be a serious breach of expected behaviour. Consequences will be applied, depending on the incident, as outlined in the College Behaviour Management Policy. If a person found to have been bullying fails to modify his behaviour appropriately, more serious consequences will be applied.

Counselling is available to both parties at all stages of the process.

Staff will acknowledge positive gains in student's efforts (both bully and bullied) to change their behaviour.

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 the College newsletter, information nights and parent forums
- ☒ Students – through the Curriculum and through student leaders and their active support for the policy.

## **The Method of Shared Concern**

The method of shared concern is an approach to deal with bullying developed by the Swedish Psychologist, Prof Anatol Pikas. The assumptions of this model have been maintained in our implementation of the approach. We have attempted to give more details in order to select the correct students/staff to implement this approach. What follows is a basic script of the "method of shared concern", an appraisal by Australia's leading researcher into bullying, Dr Ken Rigby and some factors that we have found have improved the rate of success that we achieve in implementing the model.

Step 1: Student reports being the victim of bullying or harassing behaviour.

Step 2: Ask the student the names of the people involved and also the names of several class leaders who are not involved. (Class leaders or students that have influence, not necessarily the best behaved students, primarily a student who others will follow).

Step 3: Briefly interview all of the students mention in Step 2. The following is an example of an interview with a student involved in bullying (name of student being bullied is Jack)

Staff – Thanks for coming along, I only need a couple of minutes of your time. I am really concerned about Jack, he seems to be struggling to settle in at the moment. Is there anything that you have noticed that you can tell me that we might be able to help out with?

Student - ...if they say no, inquisitive suggestions/prompts can be used, like "do kids pick on him?"

Staff – OK, well what do you think we can do about it? Do you have any suggestions that you might be able to help us out a bit with?

- Student -
- 1.
  - 2.
  3. (take note of what they suggest)

Staff – Well that sounds great. I would really appreciate your help with this. How about we have another brief chat next week, and you can tell me how these things you mentioned worked.

*An appraisal by Dr Ken Rigby*

1. It is assumed that bullies typically (not always) are insensitive to the harm they are doing to the victim. The insensitivity is due to their involvement in a group that seems to give legitimacy to their bullying activities and prevents them from feeling really responsible for the outcomes.
2. What they appear to gain through bullying is mainly a sense of being part of a group that is “having fun”.
3. As individuals, bullies commonly feel uncomfortable about what is being done.
4. A hostile blaming attitude on the part of an authority figure is likely to increase the desire to continue bullying – in ways that are more difficult to detect.
5. Working with individuals by initially sharing with them one’s concern for the victim is likely to elicit a more positive response.
6. Note that although the method involves a non-blaming approach, it does not in any way seek to excuse or condone bullying. It is in fact quite direct and confrontational. It strongly invites and expects a responsible response.
7. It is best, if possible, not to start with the victim as this is likely to produce resentment and perhaps further endanger the victim.
8. The victim however must be seen after interview with bullies, in part to ascertain whether he or she is acting passively or provocatively. If the latter, clearly work must be done with the victim too.
9. Although the aim is to re-individualise bullies, the idea is not to “break up” groups (children have a right to enjoy being in a group) but eventually to change their attitude towards the victim and other potential victims.
10. An important benefit from this approach is that it can sometimes lead to a “change of heart” on the part of bullies and remove the need for constant surveillance.
11. It does require some careful thought and planning on how to use the method with students. However, once one is comfortable with it, it need not be time consuming. Short interviews and meetings only are often all that is needed.
12. Remember if the bullying can be stopped this way it may prevent further troubles for the victim and further dislocation in the school.

*Factors to consider when implementing the Model:*

- ☐ Select a member of staff with whom the students involved have a good rapport.
- ☐ When interviewing students do it in private, one student at a time.
- ☐ Ensure that the student is aware that they are not in any trouble.
- ☐ Keep emphasising that it is you as a staff member that is concerned about the student.
- ☐ Act inquisitively towards the student; do not accuse the student or any student directly.
- ☐ Encourage them to generate options to deal with the situation.

- ❑ You must follow-up the student in the following weeks.
- ❑ Ensure that your manner in dealing with the students is very concerned, which allays any fears they may have of being blamed.
- ❑ Select students who are involved and those who are not involved but have influence in the class.

*Pikas, A. (1989) The common concern method for the treatment of mobbing. In E. Roland and E. Munthe (eds), Bullying, an international perspective. London: Fulton.*

*Rigby, K (1996). Bullying in Schools – and what to do about it. Camberwell, Melbourne. Australian Council for Educational Research, pp209-220.*

If there are any problems please speak to the School Counsellor or Campus Leader at Emmanuel College.

<b>Policy</b>	10. Student Anti-Bullying
<b>Date Updated</b>	May 2018
<b>Updated by</b>	Leadership Team
<b>Review Due</b>	2021