



ST JOHN'S Anglican College

STUDENT ANTI BULLYING PROCEDURE

Human Resources and Compliance

Version 4.0

Last Reviewed: 23 April 2021

1 Statement

St John's Anglican College is committed to dealing with bullying appropriately. This procedure outlines the steps to be followed when dealing with student bullying. Parents, staff and students need to be aware and understand the difference between bullying and children's normal behaviour which occurs as part of social skill development.

Students and parents are encouraged to come forward with reports of bullying in the knowledge that the College will take appropriate action to address occurrences of any unacceptable behaviour.

2 Scope

This procedure applies to the College Council members, employees and volunteers.

3 Principles

This procedure is based on the following principles:

- Bullying interferes with learning and will not be tolerated in the College. It is not an acceptable part of growing up.
- Every student has the right to enjoy learning and leisure free from intimidation.



- Students should support each other by reporting all instances of bullying. Saying nothing implicates a bystander as condoning or being complicit in the bullying.
- Bullying is too important not to report.
- Reports of bullying will be taken seriously, and appropriate action will be taken.
- Each member of the College community shares the collective responsibility to ensure every member feels safe, supported and valued at all times.
- Bullying in any form, is never acceptable.

4 Mission

St John's inspires lifelong learning by living faith with the courage to lead self and serve others.

“where learning comes alive”

5 Vision

Every learner is empowered to excel and equipped to embrace the challenge of any future.

“developing people of good character”

6 Values

Faith – We are guided by faith in God, our community and our self.

Hope – We believe in the power of mindset and attitude. We foster a positive, safe, optimistic and empowering environment.

Love – We flourish by demonstrating cooperation, encouragement, compassion and joy.

Courage – We grow by being brave, confident, determined, resilient and putting in the effort.

Community – We are service-led and do so with respect by nurturing and celebrating relationships and traditions.

Justice – We stand for inclusivity, equity, acceptance of diversity and are stewards of the environment.

7 Student Protection

The following Statement of Commitment seeks to provide a foundation to reflect, encourage and support a child safe culture.

The Statement is to be implemented by all persons within an Anglican School or Education and Care Service.

Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and



they have opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God.
- Every child: loveable and loved, unique and unrepeatable.
- Outstanding education for the flourishing of people and the good of community.

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practiced.

Working and serving the best interests of children and young people is in everyone’s best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people;
- create conditions that reduce the likelihood of harm to children and young people;
- create conditions that increase the likelihood of identifying harm where it exists; and
- respond swiftly and appropriately to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people’s best interests is at the heart of what we do.

8 Definitions

<p>Bullying:</p>	<p>is any persistent behaviour which harms other people who do not have the skills or resources to counter this behaviour. Examples of bullying include:</p> <ul style="list-style-type: none"> • <i>Persistent physical aggression</i> – hitting, spitting, throwing stones, use of weapons; • <i>Persistent verbal aggression</i> – name calling, rumour spreading, taunting, teasing; • <i>Persistent gesture aggression</i> – threatening and obscene gestures; • <i>Persistent extortion aggression</i> – stand over tactics and threats that may involve demands for money or property; • <i>Persistent exclusion aggression</i> – isolating others from a group. <p>Bullying occurs where there is an imbalance in power between people. This imbalance is sometimes very obvious, as when a person bullies a much smaller, weaker person, or when a group combines to terrorise an individual. But often it is much less obvious, as when the difference in power is psychological.</p>
<p>Natural Justice:</p>	<p>or ‘Procedural Fairness’ refers to the duty to observe fair procedures when making decisions which affect people’s rights, interest or legitimate expectations in a direct or immediate way.</p>



9 Coping with Bullying

9.1 Signs of Bullying

Teachers, parents, guardians or students who observe a radical change in a student's behaviour should discuss this with them and possibly the Head of House, Head of Middle School, Head of Junior School or Deputy Principal, Pastoral Care; as such changes may be symptomatic of bullying. Behaviours that might be observed are:

- unwillingness or refusal to go to school;
- feeling ill in the mornings;
- a decline in quality of school work;
- becoming withdrawn and lacking confidence;
- crying at night, having nightmares;
- asking for money or starting to steal – to pay the bully;
- refusing to talk about what is wrong;
- having unexplained bruises, cuts or scratches;
- beginning to bully other children or siblings; or
- becoming aggressive and unreasonable.

9.2 Behaviours that are not Bullying

There are many negative behaviours which, although distressing to those involved, are not classified as bullying. These behaviours may be part of a child's normal social skills development. Young children have a low tolerance for difference and diversity until their social skills are fully developed.

Instances of this type of behaviour may often require teacher intervention and management. The following situations are often confused with bullying:

9.2.1 Mutual conflict

In mutual conflict situations, there is an argument or disagreement between students, but not an imbalance of power. Mutual conflict may evolve into a bullying situation at some point if it is not resolved; for example, when one person becomes targeted repeatedly for 'retaliation' in a one-sided way.

9.2.2 Social rejection or dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

9.2.3 Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion, this does not constitute being bullied. This does not, however, lessen the seriousness of the incident or the subsequent consequences.

9.3 Responding to Bullying

Any victim of bullying is urged to feel empowered to seek help and, by collaboration with staff and others, confront the influence of any bully.



Additionally, students who bully have poor social skills and need proactive assistance in developing appropriate interpersonal skills and will be provided with an opportunity to do so.

The College's anti bullying procedures are designed to support all parties. Teachers, parents, guardians or students who are aware of bullying are urged to initiate action through the College's pastoral care system by contacting the relevant staff member, or Deputy Principal, Pastoral Care.

Due to the various and at times extenuating circumstances that are part of any behavioural incident, the following responses are to be read as guidelines only.

Bullying is viewed as a breach of the College's 'Student Code of Conduct' and staff are expected to report suspected incidents of bullying of both the victim and the bully to the Deputy Principal, Pastoral Care in the first instance. Any reports of bullying will be investigated, and appropriate action will be taken. Responses to bullying will provide:

- guidance and other support for the victim; and
- appropriate and consistent sanctions and support for the bully.

The College seeks to promote a culture in which the students are encouraged to:

- take some positive action to stop the bullying if they observe an incident;
- report the bullying incident to a teacher as soon as possible;
- make it clear to their peers that bullying is not acceptable.

Bullying is viewed as a breach of the school's behaviour code. Any reports of bullying will be investigated and appropriate action will be taken. The response to bullying will provide:

- Guidance and other support for the victim.
- Appropriate and consistent sanctions and support for the bully.
- Staff are expected to report suspected incidents of bullying of both the victim and the bully to the Deputy Principal, Pastoral Care in the first instance.

The College seek to promote cultures in which the students are encouraged to:

- Take some positive action to stop the bullying if they observe an incident.
- Report the bullying incident to a teacher as soon as possible.
- Make it clear to their peers that bullying is not accepted.

Teachers will take a calm, unemotional, problem-solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents.

In any incident of bullying the teacher will speak separately to the students involved, in an attempt to get both sides of the story. All interviews will be conducted with sensitivity and due regard to the rights of all the students concerned. Students who are not directly involved may also provide useful information. The following general practices will be followed:

When analysing incidents of bullying behaviour, the teacher will seek answers to questions of what, where, when who and why, in a calm manner, setting an example in dealing effectively with the conflict in a non-exaggerated manner;

- Teachers who are investigating cases of bullying behaviour will keep a written record of their discussions with those involved.



- All initial cases of bullying will be dealt with by the respective classroom teacher, who will keep the Head of House, Head of Middle School and Head of Junior School/Deputy Principal, Pastoral Care informed. Written notes will be kept by the classroom teacher to assist further intervention, should it be required.

Serious cases of bullying will be reported immediately to the Principal using the 'Student Anti Bullying Report' form.

- Incidents of one-off aggression will be dealt with according to the College's 'Behaviour Management Procedure'.
- Interviews will be conducted to ascertain the specific nature of the bullying. Decisions will be made as to the level of severity of the incident and where the parents (of both parties) need to be informed. The interview will also focus on appropriate strategies to assist both the victim and the bully.
- The initial interview will include a clear statement on the consequences if the bullying continues, or if there are any reprisals as a result of reporting the incident.
- If the student continues to engage in bullying behaviour, parents will be contacted, and an interview arranged with the Head of Junior School/Deputy Principal, Pastoral Care/classroom teacher/relevant parties.
- The victim of bullying may need further support to develop strategies to overcome the situation. The classroom teacher will seek to involve parents in the development of an action plan to help the child if necessary. Should counselling be required, this will be negotiated with the Head of Junior School/Deputy Principal, Pastoral Care and the College Psychologist.

Any further recurrence of the bullying may result in an issue of warning re: suspension and could lead to the implementation of suspension procedures in accordance with College protocols. This is a major sanction that is not undertaken lightly and is a 'last resort' to ensure the safety of children in the Colleges' care.

9.3.1 Process for dealing with incidents of bullying or alleged bullying

The following sequential steps should be followed when dealing with incidents of bullying or alleged bullying:

Step 1

If possible, information should be gathered about the alleged bully, their name, and the circumstances in which the alleged bullying has taken or is taking place. Evidence of bullying should be collected if available, e.g. notes, emails or text messages. This step should be done carefully as the child may not wish to open up with such information.

Step 2

The information is put down in the form of a written statement and communicated to the parents or carers.

Step 3

Parents may organise a meeting with the child's teacher to report the bullying incidence and to seek assurance that the matter will be dealt with immediately. The written statement should be left with



the teacher for reference and follow up. The written statement will be signed by the teacher to indicate that it has been received and read.

Step 4

If the alleged bullying is taking place among peers in the classroom, the teacher will address the issue at that level, immediately and directly. While addressing the issue, the teacher will seek to protect the victim while exercising natural justice for the alleged bully. The teacher will attempt to halt any bullying behaviour and where appropriate elicit an apology from the bully. During the investigation, the teacher will telephone the parents to report on progress and/ or outcomes of the investigation.

Step 5

If the bullying continues or is occurring outside the classroom, the written statement will be forwarded to the Head of House together with the 'Student Anti Bullying Report' form, they will interview the bully and initiate steps to protect the victim and reform the bully's behaviour. Where the problem is entrenched, the Head of Junior School/Deputy Principal, Pastoral Care/Head of Middle School may seek an interview with the parents of the victim and the bully.

The relationships of the victim and bully will be monitored for a time until the teacher and Head of Middle School/Head of Junior School/Deputy Principal, Pastoral Care are satisfied that the issue is resolved. Reports from parents will be welcomed during this period.

Step 6

If the bullying continues, the bully and his or her parents will be interviewed by the Principal. Reasons will be asked why the bully should not be suspended, temporarily or permanently, depending on the severity of the behaviour and its impact on the victim.

Step 7

Where the victim has suffered trauma as a result of the bullying, the College will consult parents about offering support and counselling to the student.

9.3.2 Possible outcomes

Where an incident of bullying has been reported and investigated, possible outcomes may include:

- the student suffering the bullying is protected;
- the bully is made aware of how his or her behaviour is affecting the victim;
- the bully's behaviour is halted, and steps are taken to reform the behaviour;
- the bully apologises to the victim (a written apology may be appropriate);
- where relevant, the parents of the bully are asked to monitor the bully's use of the internet, emails and text messaging; or
- where appropriate and justified, the bully's enrolment is suspended.

9.3.3 Bullying by outsiders

Bullying of a student by non-College persons outside the College grounds should be reported to the Police. A report should also be made to the Principal, so that appropriate support can be offered to the student at the College.

The College cannot be responsible for acts of bullying that occur outside the College, this is the domain of the parents or guardians. This includes physical as well as electronic forms of bullying (cyber bullying). However, the College recognises that any bullying can affect the academic progress and the emotional wellbeing of a student.



If a student is subject to bullying outside the College, then they are encouraged to inform the College or request that their parents/guardians inform the College. The College will not take responsibility for those acts of bullying in terms of discipline but will note them, and if warranted, pass the information on to the applicable parents/guardians. It is the family's responsibility to discipline children outside of College endorsed activities.

If the College becomes aware of bullying incidents that are occurring outside the College and they are having an effect on the well-being of the student, the College will inform the student's parents/guardians and offer advice.

9.4 Cyber Bullying

The incidence of electronic bullying is ever increasing as students have greater access to mobile phones, internet and other devices. This subtle form of bullying can be more vicious as it can be done in a cowardly manner without the victim knowing who sent them a message via a text message or using an internet program.

Should an incident of bullying involving an electronic medium occur at school then the College will deal with the issue by following their relevant policies and procedures.

9.5 The role of parents/guardians

If a parent or guardian believes their child/student is involved in bullying, either as a victim or as an aggressor, it is appropriate to communicate this information to the College by contacting the classroom teacher or relevant pastoral care staff member as soon as possible.

9.5.1 Advice to parents/guardians

If you suspect that your child/student is involved in bullying at school, either as a victim or as an aggressor, encourage them to talk to you about it.

- Never dismiss the matter by saying it is the child's responsibility to deal with it, either by standing up to the bully or ignoring it.
- Don't be too over-protective either. Your child should be encouraged to come to school after the school is made aware of the situation.
- Listen carefully and sympathetically. Try to get the relevant facts without interrogation.
- Encourage your child to tell someone at school about it.
- Describe accurately what has been happening to your child to your contact at the College.
- Be prepared to work with the College to resolve the issue/s.

10 Privacy

Personal information is obtained, stored and released in accordance with the *Privacy Act 1988*. For further information please refer to the College's *Privacy Procedure*.



11 Accountabilities and Responsibilities

The table below outlines the accountabilities and responsibilities for governing and managing the College.	
College Council:	Is responsible for ensuring the proper and effective management and operation of the College. This includes defining and monitoring the strategic direction, developing and monitoring policies, monitoring the effectiveness of the College Council and College, and establishing control and accountability systems.
Principal:	Is responsible for the administration and implementation of the College's strategic direction, policies and procedures and control and accountability systems developed by the College Council. The Principal works closely with and is accountable to the College Council for leading the College to deliver high quality curriculum and educational outcomes, excellence in teaching and learning, a strong College community and driving market growth.
Manager Human Resources and Compliance:	Is responsible for ensuring the achievement of College strategic objectives through the development and application of best practice Human Resource Management principles and practices that comply with legislative requirements. The Manager Human Resources and Compliance works closely with and is accountable to the Principal for developing, implementing and evaluating an appropriate policy framework compliant with all statutory requirements.
Employees:	Are expected to abide by all College policies and procedures.

12 Related policies, procedures and other documents

12.1 Policies

Risk Management Policy

Student Protection in Anglican Schools Policy

Student Welfare Policy

12.2 Procedures

Behaviour Management Procedure

Critical Incident Management Procedure

Homestay Accommodation and Welfare Procedure

Homestay Training Procedure

Privacy Procedure

Student Cyber Safety Procedure

Student Pastoral Care Support Procedure

Student Protection in Anglican Schools Procedure

Student Self-Harm Procedure



12.3 Other documents

Australian Privacy Principles
Child and Youth Risk Management Strategy
College Vision, Mission and Values Statement
Faithfulness in Service
Homestay Handbook
Induction Overview Schools New Volunteers and Staff
Code of Conduct
Student Code of Conduct
Student Protection Resource Sheets

12.4 Legislation

Child Protection Act 1999
Education (Accreditation of Non-State Schools) Act 2017
Education (Accreditation of Non-State Schools) Regulation 2017
Education Services for Overseas Students Act 2000
Education Services for Overseas Students Regulations 2001
Information Privacy Act 2009
National Code of Practice for Providers of Education and Training to Overseas Students
Privacy Act 1988
Right to Information Act 2009
Work Health and Safety Act 2011
Work Health and Safety Regulations 2011
Working with Children (Risk Management and Screening) Act 2000
Working with Children (Risk Management and Screening) Regulation 2020



13 Approval

This procedure was issued on 23 April 2021 under the authority of the Principal. This document represents the current policy of the College until it is revised or rescinded.

14 Managing this procedure

14.1 Review

This procedure is to be reviewed every two years or earlier if necessary. The Manager Human Resources and Compliance is responsible for reviewing or making approved modifications to the procedure and distributing.

14.2 Breach of Policy

All employees are expected to abide by College policies and procedures, failure to do so may lead to disciplinary action ranging from counselling to dismissal.

15 Document information

Version Control

Version	Date	Description	Author
3.0	12/04/2018	Procedure review	Manager HR and Compliance
4.0	23/04/2021	Procedure review	Manager HR and Compliance

16 Authorisation

Maria McIvor
Principal
Date: 23 April 2021