



St Andrew's Anglican College

with Vision and Spirit

BULLYING PREVENTION & MANAGEMENT POLICY

1. PURPOSE

The purpose of this policy is to detail the strategies for the prevention and management of any form of bullying behaviour towards students at St Andrew's Anglican College (the College).

2. SCOPE

This policy applies to all students, employees, parents and other members of the College Community and relates to all forms of bullying behaviour within and outside the College including cyberbullying using digital technology.

3. RATIONALE

The College is committed to providing a safe and supportive environment for students and will not tolerate any behaviour that undermine this. The College will take all appropriate steps to prevent and address behaviours of concern.

This policy must be read in conjunction with the Student Protection Policy. If bullying amounts to 'harm' as defined in the Student Protection Policy, then the matter must be first dealt with under that policy. If the impact of a student's behaviour on another does not meet the aforementioned definition of harm, then the guidelines and steps contained in this policy are to be applied.

This policy should also be read in conjunction with the Code of Conduct for Anglican Schools, in particular clauses 5.31 to 5.33 and the definition of Bullying contained in Section 6 - Key Terms.

A safe, supportive and inclusive community requires all members to be accepting and supportive of one another. All members of the College Community have a responsibility to actively practise and promote:

- acceptance for all members of the community
- a supportive, protective, encouraging culture where everyone is celebrated
- a commitment to upholding and adhering to all aspects of this policy.

Parents/guardians and students agree to the conditions of this policy when parents/guardians sign the Application for Enrolment with the College and/or the College Community Agreement. Although other members of the community are not a party to the enrolment agreement, this Bullying Prevention and Management Policy is a guide for them about expected standards of behaviour.

4. DEFINITIONS

For the purpose of this policy:

College Community comprises members of the College Council, employees, coaches, students, parents, guardians, step-parents, relatives, friends, supporters, carers, contractors and invited guests of the College, when in the College environment or when attending any College related function or activity at any other location.

Cyberbullying means direct or indirect bullying behaviours using digital technology. For example, via a mobile device, computers, chat rooms, email, social media, etc. It can be verbal, written and include images, video and/or audio.

Employee/Staff means all persons employed by the College on a full time, part time, casual, permanent and contract basis.

Student means all persons enrolled at St Andrews Anglican College in the current year.

Restorative Practice relates to the strategies that are used to restore positive relationships and solve interpersonal issues. Examples of restorative practices include problem-solving conversations and separating the behaviour from the person. Restorative Practice assists teachers, students and parents to build, maintain and restore relationships.

5. BULLYING

5.1. WHAT BULLYING IS:

A desire to hurt; the perpetration of hurtful behaviour (physical, verbal or relational) in a situation in which there is an imbalance of power; the action being regarded as unjustified, typically repeated and experienced by the target of the aggression as oppressive, and by the perpetrator as enjoyable. There are three critical points in this definition:

- **Power:**
People who bully may acquire power through various means: physical size and strength; status within a peer group; and recruitment within the peer group so as to exclude others.
- **Frequency:**
Bullying is not a random act; it is characterised by its repetitive nature.
- **Intent to harm:**
Bullying is a deliberate act intended to cause harm to another, or group of people.

5.2. BULLYING IS NOT:

It is important to acknowledge, however, that not every incident involving conflict is bullying. Each incident should be carefully considered and handled appropriately. There are three socially unpleasant situations that are often confused with bullying:

- **Mutual Conflict:**
In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

- **Social Rejection or Dislike:**

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.

- **Single episodes of meanness, random aggressions or intimidation:**

Single episodes of meanness or aggression are not the same as bullying. For example, when two persons of equal power are in disagreement.

However, these conflicts are not acceptable and will be addressed and resolved accordingly.

6. STRATEGIES FOR PREVENTION OF BULLYING

Our strategy has two aspects: prevention and management. Prevention strategies assist students to become resilient. The management strategy we apply is a restorative approach. Although this approach is not based on sanctions or punishment, the College has a range of such measures available, up to and including suspension or exclusion which may be used in response to bullying.

Through our Personal Capacity Program, students are educated on appropriate school behaviours. We work with students to build empathy, understanding and acceptance of others, to promote a positive environment free from bullying. We educate students on bystander behaviour and encourage students to speak up if they are experiencing difficulty.

All members of the College staff will respond to any concerns raised by students or parents by reporting to the appropriate member of staff at the College for follow up.

7. MANAGEMENT OF BULLYING INCIDENTS

When staff, students and parents work together to prevent bullying behaviour there is a much greater chance of creating a secure, supportive and protective school community.

All members of the College Community have a responsibility to work actively towards the prevention of bullying amongst students. As a College, we investigate and respond to all reports of bullying.

7.1 Our College Community does not tolerate bullying behaviour. It is always unacceptable. Responses to bullying behaviour should always reflect this position to all concerned

7.2 Reports, allegations or observations of bullying behaviour received or made by any staff member must be dealt with by the staff member. A pastoral care team member (Head of Year or Dean of Students) of the appropriate sub- school will be involved, who may then investigate the report or allegation further by implementing a plan to support all students involved.

7.3 Our priority in any response to incidents of bullying behaviour is always the wellbeing and on-going protection of those who have or may have been affected by the behaviour.

7.4 Our secondary priority in the encouragement of the learning and change deemed necessary for the person responsible for the behaviour.

7.5 Since bullying is defined in terms of the harm done to another person, reports or allegations of bullying behaviour will be investigated by a member of the Pastoral Care Team who will keep records (TASS) of the report/allegation, the subsequent investigation, and any response made on behalf of the College whether the report/allegation is substantiated or not.

- 7.6 In response to reported bullying, fair process is to apply to all parties and to all actions taken after the initial report, including the investigation and any response.
- 7.7 As much as is possible within the constraints of the particular situation, and with the appropriate priority consideration given to the well-being of all parties, a restorative practice response could be used in cases of substantiated bullying behaviour.
- 7.8 Depending on the severity and frequency in cases of substantiated bullying, and the particular circumstances of a given situation, responses including, but not limited to, the following may be used:
- A restorative interview could be conducted with the perceived perpetrator aimed at increasing his/her ability to empathise with those he/she has harmed and encouraging some attempt at reparation
 - The offending student and his/her parents could be required to attend an interview to review his/her behaviour
 - Sanctions such as reflection or suspension could be assigned in cases where responses of a more restorative nature are inappropriate or unavailable, or in conjunction with a restorative response where this is judged necessary

In all cases of substantiated bullying behaviour, both families would be notified of the situation and the response initiated. A record of the investigation and response would always be made on the student file of both the perceived bully/bullies and person/s harmed.

In severe cases, or in cases which indicate a continuing pattern of unacceptable behaviour, the Head of Sub-school/Dean of Students may need to suspend the student's enrolment at the College until such time that certain assurances can be given and accepted.

For the common good of the College Community, the Principal may also be unable to allow a student's enrolment to continue at the College. In certain cases, the Principal may be required to notify the police or other statutory authority.

8. RESPONSIBILITIES

Students, staff, and parents have the following responsibilities:

8.1 Students:

When a student who witnesses bullying has the courage to speak out, it helps reduce the distress to the person experiencing the bullying and contributes to the building of a secure, supportive and protective school environment. This requires all students to:

- Make a conscious decision not to be involved in any bullying behaviour
- Take some form of proactive action if aware that bullying has occurred
- Report any bullying behaviour (including suspected behaviour) in accordance with this policy

8.2 Staff:

College staff must:

- Support, promote, enact, maintain and continually review the Bullying Prevention and Management Policy

- Respond to reports of bullying as per this policy
- Be familiar with this policy and attend professional development provided by the College
- Be positive role models at all times
- Use best practice classroom management techniques that minimise opportunities for bullying behaviours
- Make efforts to remove opportunities for bullying by proactive supervision during breaks
- Take steps to help students by addressing sources of distress
- Actively seek appropriate assistance (from relevant Heads of Year, College Psychologists and Head of Sub-School) to help students develop resilience
- Recognise and report bullying behaviour and differentiate bullying from other issues
- Create and deliver curriculum materials and participate in other College initiatives to develop students' awareness and coping skills
- Ensure accurate records are kept.

8.3 Parents:

Parents must:

- Be familiar with this policy and the Parent Code of Conduct, and attend education provided by the College when possible
- Be positive role models at all times
- Watch for, and report signs of distress in their child/ren – e.g. unwillingness to attend school
- Encourage their child/ren to tell a member of staff if bullying has occurred
- Encourage their child/ren not to retaliate
- Be willing to work with the College if their child/ren is involved in bullying behaviour (either as a student who has been bullied, or who has engaged in bullying behaviour) Report to the College any cases of bullying or suspected bullying, even if their child/ren is not directly affected
- Be supportive of the College as we work through the bullying issue to support all impacted and keep an open mind

9. REPORTING

All forms of bullying (including suspected bullying) must be reported. All reports of bullying will be dealt with by the College as far as possible, in a confidential manner.

Anyone who is bullied, or who is aware of, or suspects bullying behaviour should report this (no matter how minor it is perceived to be) by following the procedures below:

9.1 Primary Students

Inform the classroom teacher, the appropriate Deputy Head of Primary or College Psychologist (either verbally or in writing) as soon as possible by providing all known details of the actual or suspected bullying behaviour.

9.2 Secondary Students

Inform the Head of Year, Dean of Students (Yrs 7 to 9 or Yrs 10 to 12 Secondary), Chaplain or College Psychologist (either verbally or in writing through tools such as email or iYarn) as soon as possible by providing all known details of the actual or suspected bullying behaviour.

9.3 Parents

Inform the relevant teacher, Head of Year (Secondary), Dean of Students (Yrs 7 to 9 or Yrs 10 to 12 Secondary) Primary Dean or Students or Deputy Head of Primary as soon as possible by providing all known details of the actual or suspected bullying behaviour.

9.4 Teachers

Inform the student's Head of Year (Secondary), Dean of Students (Yrs 7 to 9 or Yrs 10 to 12 Secondary) or Primary Dean of Students or Deputy Head of Primary as soon as possible by providing all known details of the actual or suspected bullying behaviour.

Teachers are to record concerns in TASS through Student Notes and notify the appropriate support people.

10. RELATED DOCUMENTS

- Student Protection Policy
- Positive Behaviour Management Policy
- Code of Conduct for Anglican Schools
- Supporting Students Diverse in Gender Policy
- Digital Technology Policy
- Complaints Management in Anglican Schools Policy & Procedures
- [Queensland Government – Bullying and Cyberbullying in Schools](#)
- College Community Agreement
- Application for Enrolment
- St Andrew's PAC Risk Assessment
- Procedures for Managing Student Incidents

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