

Arndell Anglican College

Anti-Bullying Policy

2002 – revised 2006, 2013, 2014

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Anti-Bullying Policy

Arndell Anglican College

Arndell Anglican College aims to be the best learning community and the best Christian community it can possibly be. Part of our mission is to communicate the Gospel of Jesus Christ to students, parents and the wider community. In pursuit of these aims we want all the members of the community to feel safe, valued and respected. In response to the two great commandments: *To love the Lord your God and to love your neighbour as yourself* – we must, as a college, seek to model this love to all with whom we come in contact, and encourage our students to feel the rightness of doing the same. In a school which responds to the demand of Jesus to love one another, all forms of bullying must be seen as unacceptable.

Why Formulate a Policy?

It is important that we accept bullying is commonplace within all schools - research has proven this. Our own research shows that our College, to some extent, is no exception.

Everyone at our College has the right:

- to learn (or teach)
- to a safe environment
- to be treated with respect and politeness
- to know their belongings are safe

At Arndell, a whole school policy has been formulated so that everyone - students, teachers, parents and the community in general - know we care about the physical, emotional and psychological well being of the students. The College is determined to take a proactive stance in ensuring that all students and members of staff feel safe at school.

This policy will be complimented by in-school lessons/programs, staff development days, parent information sessions, etc. It will be monitored and reviewed regularly, ensuring the policy is kept in line with current trends.

Aims of the Policy

Arndell College's Anti-Bullying Policy aims to:

- deal effectively with the present level of bullying.
- minimise future incidences of bullying.
- educate students, teachers & parents about bullying.

What Constitutes Bullying?

Bullying involves the deliberate use of power by one person, or a group, over another, usually repeatedly, making them feel fearful, threatened or excluded. It is different from conflict among equals or random acts of aggression or meanness, and people choosing not to socialise together. It can take the form of antisocial, verbal, cyber or physical behaviours.

Bullying Behaviour Includes:

- Cyber-bullying
- Hurtful teasing
- Pushing and shoving
- Taking or damaging belongings
- Verbal 'put-downs'
- Sexual harassment
- Malicious gossip
- Racist comments
- Physical violence
- Rude gestures
- Extortion
- Ignoring a group member
- Use of weapons
- Criminal acts

Examples of Antisocial Behaviour

- Pretending to save a seat and/or not sharing
- Staring, mimicking, making faces
- Isolating one child from the social group
- Ignoring, giving the silent treatment or walking away
- Writing nasty notes or spreading rumours
- Stand-over tactics or extortion

Examples of Unacceptable Physical Behaviour

- Pushing, kicking or punching
- Touching, hiding or damaging others' personal property
- Throwing belongings around the classroom
- Using weapons eg: sticks, rocks, rulers, knives, etc.

Examples of Unacceptable Verbal Behaviour

- Calling other children names
- Whispering, giggling, gossiping, saying nasty things
- Making verbal threats or aggressive demands
- Talking in codes
- Making sexual or racist comments

Examples of Cyber-bullying Behaviour

- Sending or posting potentially harmful texts or images
- Insulting someone in chat rooms
- Using technologies to spread rumours or mischievous information
- Exclusion from social networking spaces
- Harassment through any form of digital technologies
- Impersonation or hacking

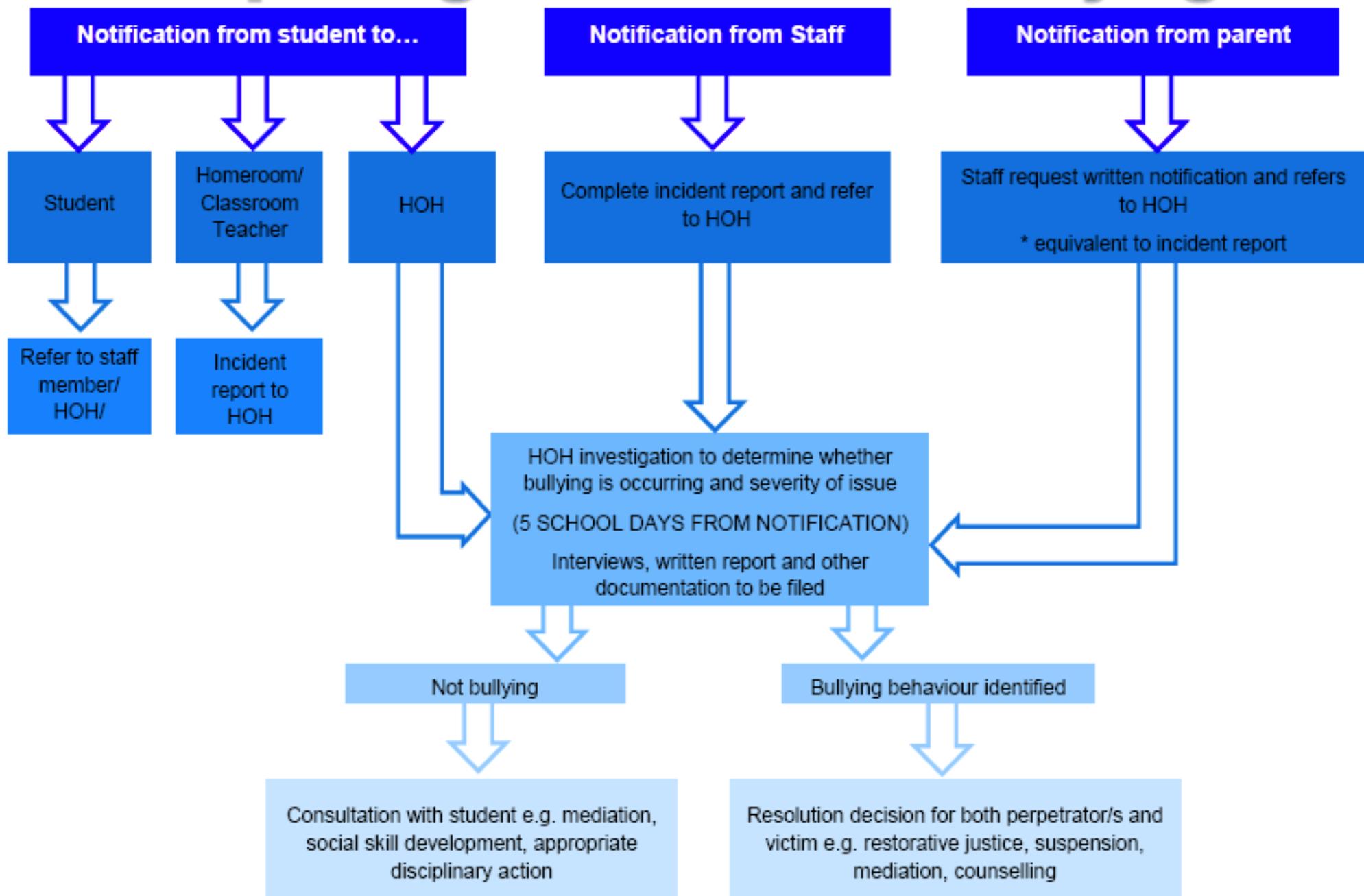
Responsibilities

Staff will be role models in their relationships with each other, parents and students. They will be proactive in implementing the College Anti- Bullying Policy, and will ensure that all incidents are dealt with according to procedure, using the Incident Report Form.

Students will be encouraged to report all incidents of bullying to a member of staff, whether they are the victim, the bystander, or simply aware of a situation.

Parents should encourage their children to report all bullying concerns to any staff member, and should be prepared to alert the College themselves, if necessary. All parents should be watchful for signs of possible bullying, as indicated in Points for Parents in this policy.

Reporting Procedure for Bullying



BOUNCE BACK

Identifying Types of Negative Social Situations in the Playground	
<p>Social isolation and/or rejection</p> <p>Key features Social exclusion which is not characterised by an intention to distress but by a preference for not playing with or being with another student. Occurs either because of a negative perception of that student or a strong bonding between students in a group which discourages new members.</p> <p>Appropriate action:</p> <ul style="list-style-type: none"> • Reference to core values, • Classroom meetings to review core values such as acceptance and friendliness. • Teaching of social skills (e.g. including others, joining and approaching) • Counselling of the rejected student about strategies for directing social efforts elsewhere. 	<p>Conflict</p> <p>Key features A disagreement between student e.g. a falling out between former friends, a dispute between students over a rule, decision or perception of a situation, or an argument of some kind. Characterised by a relative equality of power and a mutuality of distress (e.g. there are mutual accusations and claims). Both parties are seeking a solution to the problem.</p> <p>Appropriate action</p> <ul style="list-style-type: none"> • Teaching of conflict management skills, • Classrooms meetings to reinforce these skills, • Counselling of all parties, • Peer mediation or teacher round-table mediation.
<p>Random acts of aggression, intimidation or meanness</p> <p>Key features Action taken which is intended to harm or distress another student or force them to do something. The targets of the aggression are usually random. There is no pattern, and no one student is targeted on a regular and predictable basis. The aggressor often claims to have been provoked by the behaviour of the target.</p> <p>Appropriative action</p> <ul style="list-style-type: none"> • Warnings, • Negative consequences, • Counselling for the aggressor and sometimes behavioural contracts. 	<p>Bullying or harassment</p> <p>Key features A regular pattern of aggression which is directed towards one student on a regular and predictable basis. The intention is to harm or distress the targeted student. There is a relative imbalance of power in that the student selected for regular harassment is less powerful in some way at the time (e.g. more isolated, less aggressive, smaller, younger, different in some significant way.) Only the targeted student is seeking a solution to the problem.</p> <p>Appropriate action</p> <ul style="list-style-type: none"> • Reference to school rules and core values. • Warning cards followed by graduated negative consequences, • Counselling for the targeted student and perpetrators, • Restorative justice.

Points for Parents

Some Signs that Might Indicate Bullying:

- Doesn't want to go to school.
- Moodiness – change in normal behaviour.
- No friends in class.
- Poor social life – no contact with classmates after school hours.
- Bullies others at home.

Helping Your Child to Handle Bullying

- Listen carefully to your child. You may need to read between the lines to establish a clearer understanding of the bullying incident and your child's role in it.
- Calmly ask your child how he or she has been handling the problem, and together explore other possibilities.
- Share with your child the message that nobody deserves to be bullied. Some children come to believe that they deserve the bullying because there is something wrong with them.
- Offer to speak with your child's teacher in private without any fuss, even when your child retaliates and does not want you to intervene, for fear of being labelled a 'dobber'.
- Meet your child promptly at the collection point after school, as this may offer support and protection. Before offering to do this, ask your child first. Some children may find it embarrassing or feel that it will escalate the problem. Some may find it helpful.
- Discreetly act as a 'social engineer' on behalf of your child, by encouraging new friendships at school and outside of school.
- Advise your child to leave expensive items at home as this may put him/her in a vulnerable position by having something that someone else does not have.
- If your child does not belong to a peer group and is playing alone in the playground, tell him or her to play near the teacher on playground duty (a short-term solution).
- Role model and coach your child in developing confident body language. Body awareness is important and showing confident body language can act as a deterrent to becoming a target. Remind your child to stand tall, shoulders straight, make eye contact, arms by the sides and feet a little bit apart. A mirror is a great tool for practising a positive stance.

Some Key Points to Note

- The child who is most likely to become a victim is very sensitive and easily hurt.
- Generally, the child who is a victim of bullying feels and believes that they have been the victim of a hurtful act.
- Bullies are people who tease, frighten, threaten or hurt others who are not as strong as they are.
- Most bullies want to cause pain and suffering for their own gain and pleasure. The gender differences in bullying are caused by the different nature of girls' and boys' peer groups.
- Bullying can occur anywhere at school, on the way to and from school, or where groups of children congregate.

Some Unacceptable Excuses

- 'It was only a joke!' - (not if everyone isn't laughing).
- 'We were only playing' – (was everyone part of the game?)
- 'It was an accident' – (not if the person causing it doesn't support or help).
- 'I was only borrowing it' or 'I found it' – (having others' property is unacceptable).

Students Who Have Been Harassed Should Not Say to Themselves

- 'I can't take a joke' – (ridicule has made you feel uncomfortable.)
- 'I'll ignore it and it will go away' – (the problem may become worse if you do.)
- 'Nothing can be done' – (it can't if you don't talk about it.)
- 'It's my fault' – (being bullied is never your fault.)

INCIDENT REPORT



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Reported by _____ To _____

Who was involved? Alleged victim/s: _____

Alleged perpetrator/s _____

When and where did it happen? _____

What happened? _____

Were there any bystanders? _____

Has it happened before? _____

Do you have any ideas about why this happened to you? _____

Do you have any ideas about how we might best manage this problem? _____

Signed _____

Date _____

INDIVIDUAL FILED COPIES BY HOH/CO-ORDINATOR FOR ALL STUDENTS MENTIONED

ALLEGATION OF BULLYING



Date _____

Allegation made by _____

and reported first to _____ on _____

Alleged perpetrator/s _____

It is alleged that _____

Determination _____

Homeroom tutor & reporter notified of determination by email

Parents notified YES NO

Future action _____

Signed HoH/ Co-ordinator _____



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APPENDIX

Surveys

- Bullying Question Sheets Years 2-6
- Yr 7 – Yr 12, Questionnaire Survey – Bullying
- Teachers' Bullying Questionnaire
- Parent Survey

ARNDELL ANGLICAN COLLEGE BULLYING QUESTION SHEET YEARS 2-6

You can tick more than one box in each question.

1.	Are you a: <input type="checkbox"/> girl <input type="checkbox"/> boy
2.	What year are you in now? <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 6
3.	Do you think that you have ever been bullied? If the answer is NO, hand in your survey now. <input type="checkbox"/> yes <input type="checkbox"/> no
4.	At what age were you bullied? <input type="checkbox"/> Kinder <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 6
5.	When was the last time you were bullied? <input type="checkbox"/> today <input type="checkbox"/> in the last week <input type="checkbox"/> in the last month <input type="checkbox"/> in the last year
6.	Were you bullied? <input type="checkbox"/> sometimes <input type="checkbox"/> lots of times <input type="checkbox"/> almost every day
7.	Were you bullied? <input type="checkbox"/> on the bus <input type="checkbox"/> in the playground <input type="checkbox"/> online/phone <input type="checkbox"/> in the toilets <input type="checkbox"/> in the classroom <input type="checkbox"/> somewhere else: Where? _____
8.	When were you bullied? <input type="checkbox"/> before school <input type="checkbox"/> lunch <input type="checkbox"/> recess <input type="checkbox"/> after school <input type="checkbox"/> in class

9.	Do you think the bullying was: <input type="checkbox"/> not a problem <input type="checkbox"/> a bit worrying <input type="checkbox"/> big problem <input type="checkbox"/> so frightening you didn't want to go to school
10.	What do you think of bullies? <input type="checkbox"/> they don't bother me <input type="checkbox"/> I feel sorry for them <input type="checkbox"/> I like them <input type="checkbox"/> I hate them
11.	Whose fault is it if bullying keeps going on? <input type="checkbox"/> the bully <input type="checkbox"/> the victim <input type="checkbox"/> the bystander <input type="checkbox"/> Head of Junior School <input type="checkbox"/> the parents <input type="checkbox"/> the teachers
12.	Is there an adult at school NOW that you think you could talk to about bullying problems? <input type="checkbox"/> yes <input type="checkbox"/> no If yes, who? You can write more than one adult _____
13.	Was the bully a: <input type="checkbox"/> girl <input type="checkbox"/> boy <input type="checkbox"/> both <input type="checkbox"/> group
14.	Were you hurt: <input type="checkbox"/> on your body <input type="checkbox"/> by what people said <input type="checkbox"/> by pictures, notes or online <input type="checkbox"/> by being left out or ignored
15.	Have you ever meant to bully someone at school? <input type="checkbox"/> yes <input type="checkbox"/> no
16.	What do you think we could do to help fix bullying at our school? _____ _____ _____



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Senior School Bullying Survey

What are your experiences with bullying?

This survey is to help the College Community look at one of the problems that all people, at some stage in their lives, have to deal with.

Some people are strong and can brush aside nasty comments or physical abuse. Some people are hurt badly by their friends making fun of them. Some people are “left out in the cold” because the people around them make them feel inadequate. Some people build up emotions inside that they cannot deal with. All of these people think that others don’t understand or care.

A bully is a person who uses power to control a group or an individual. The bully often uses people around him or her to do their dirty work. A bully is a person who feels that he or she can use force or emotions to get their own way.

It is not bullying when you have an argument or fight with someone who is about the same strength as you.

Have you been, or are you being, bullied now?

The whole College Community wants to help you to gain the skills necessary to deal with those who are not here to support what we stand for. We would like you to answer the following questions honestly and openly so that we can help put some strategies in place to assist those students, in the College who are having difficulties, and who are not being allowed to get on with their lives in a positive way.



THIS SURVEY IS CONFIDENTIAL

SENIOR SCHOOL BULLYING SURVEY 20__

Please answer ALL of the questions. Circle one answer.

Age: _____

boy

girl

1. Have you ever been bullied?

never

sometimes

often

every day

(please hand in survey
if answer is 'never')

2. Have you ever been bullied at Arndell?

sometimes

often

every day

3. In what ways were you bullied: (You may circle more than one.)

- physically – kicked, hit, punched, pushed around
- called names
- teased about the way I look
- teased about my cultural background
- had things belonging to me taken away or damaged
- threatened
- was not allowed to join in a game
- forced to give money or food
- forced to hurt someone else
- message on phone, emails or chat-rooms.

4. Were you bullied by:

one person

a couple of people

lots of people

5. Were the bullies:

boy/s

girl/s

both boys & girls

6. How old were they?

I have not been bullied older younger same age

7. Where did the bullying happen?

in class in the playground on the way to or from school

8. How did you feel when you were bullied?

it did not bother me a bit upset very upset

9. How often has this bullying happened?

just once a few times lots of times

10. Did you tell anyone?

no yes

11. What do you think of bullies?

I feel sorry for them I hate them I like them

12. What do you think could be done about the problem?



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CONFIDENTIAL TEACHERS' BULLYING QUESTIONNAIRE

Thanks for helping us out with this questionnaire on bullying issues at Arndell Anglican College. As teachers you are at the forefront at school of educating and monitoring the success of all programmes the College Council endorses. Your views and ideas are very important to the Bullying Committee as we strive to keep our policy relevant and effective.

Please complete the questionnaire and return it to the Headmaster's PA. You may complete it anonymously if you wish.

1. Are you very clear on what constitutes an act of bullying?

yes no

If not, would you be interested in attending a group after school, meeting for 1 hour with some of our committee members?

yes no

2. Do you consider bullying at Arndell to be:

a serious problem a normal school problem less than usual

3. Do you have any ideas for reducing the level of bullying?

4. Are you happy with the way most issues of bullying are currently handled at the College?

yes no unsure

If not, do you have any ideas about the management and monitoring?

5. Do you think our current practices are reasonably effective in preventing perpetrators from re-offending

yes no

If not, do you have a view on why?

6. Do you think our victims of bullying feel confident that we can effectively help them?

yes no unsure

If not, do you have a view on why?

7. About how many victims of bullying do you think you've been aware of in the last year? _____

Were you made aware of the outcome for most of these students?

yes no

Were you satisfied?

yes no

8. What issue/issues do you think we most need to improve regarding bullying?

9. Are there any effective anti-bullying strategies you use or know of?

yes no

If so, explain briefly.



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Date: _____

PARENT SURVEY

Dear Parent/Guardian,

Could you please take 5 minutes to complete this confidential survey and return it to the college Office, in an envelope marked "Bullying Committee" before _____.

1.	How many children do you have at Arndell? _____
2.	Grades in which your child/ren are currently enrolled. _____
3.	Gender/s girl _____ boy _____
4.	Do you believe your child/ren has/have been bullied at AAC in the last year? no <input type="checkbox"/> yes <input type="checkbox"/> If so, what year levels were involved? _____ Give a brief description of the incident. _____ _____ _____ Did you feel that it was dealt with satisfactorily by the school? no <input type="checkbox"/> yes <input type="checkbox"/> _____ _____ _____ Did it recur? no <input type="checkbox"/> yes <input type="checkbox"/> If yes, please provide more details. How often? _____ _____ _____ _____

