



## ST. ANDREW'S GRAMMAR

# ANTI-BULLYING POLICY

<i>Date</i>	<i>Modified By</i>	<i>Ratified</i>	<i>Review</i>
June 2017	Principal	2017	2018
July 2018	Principal	2018	2019



# ST. ANDREW'S GRAMMAR

## Anti-bullying Policy

### CONTENTS

1. PURPOSE.....	3
2. SCOPE.....	3
3. DEFINITIONS.....	3
4. POLICY STATEMENT.....	5
4.1 Prevention of Bullying and Anti-Social Behaviour.....	5
4.2 Prevention Strategies for the Whole School.....	6
4.3 Prevention Strategies for Parents .....	7
5 Responses to Bullying and Anti-Social Behaviour .....	7
5.1 Response Strategies for Parents .....	7
5.2 Response Strategies for Students .....	7
5.3 The Role of the Bystander .....	8
5.4 The School's response to bullying .....	8
5.5 Response to the Student being bullied .....	8
5.6 Response to the Student bullying .....	8

## 1. PURPOSE

St. Andrew's Grammar aims to provide a safe, secure and positive environment in which each student can develop the knowledge, skills, self-confidence and maturity to respect and care for himself or herself and for others.

The School aims to establish a community in which everybody feels valued and safe, and where individual differences are understood, accepted and appreciated. It is the responsibility of all students and staff to support this aim. The St. Andrew's Grammar community does not tolerate bullying or harassment in any form. Each member of the School community should demonstrate respect for others, and be respected by others at all times.

### Policy Aims

To teach, protect and support members of the St. Andrew's Grammar community by:

- Providing a learning environment where individual differences are appreciated and accepted.
- Modelling behaviour that shows tolerance and acceptance at all times by all members of the School community.
- Developing a culture that emphasises the protection of rights, the enhancement of personal responsibility, self-discipline and respect for the rights of others and their property.

To increase the awareness of all members of the School community by communicating:

- An understanding of the characteristics of bullying and anti-social behaviours.
- The School's attitude as one of zero tolerance to anti-social behaviours such as bullying.
- That the School has strategies to detect, prevent and respond to anti-social behaviour.

## 2. SCOPE

This policy applies to all staff, students, visitors, contractors, contractors' employees and volunteers of St. Andrew's Grammar.

## 3. DEFINITIONS

### Anti-Social Behaviour

Any conduct that impacts upon the ability of a member of the School community to enjoy positive peer relationships. This includes bullying.

Elements of anti-social behaviour:

- It is hurtful or offensive to other people.
- It is intentional, uninvited, aggressive or inappropriate behaviour.

The recipient feels powerless (to do anything about it) and/or violated

### Bullying

Any repetitive behaviour intended to hurt, injure, threaten, intimidate or frighten another person in such a way that the person feels hurt, marginalised, disempowered, scared and unable to resolve the situation. Bullying is perceived as an imbalance of power or the attempt to gain

power over another person. Bullying can have longer-term effects including:

- Higher levels of stress, anxiety and depression
- Loss of self-esteem and confidence.
- Under-performance; inability to maintain regular work.
- Increased likelihood of developing high-risk behaviours such as drug abuse.
- Physical sickness.
- Being incapable of sustaining long term relationships.
- Being incarcerated institutionally.

### **Physical Bullying**

When one person or a group of people harass another person by confronting them face-to-face. It can range from subtle actions over time, to a series of more aggressive and direct acts to purposefully hurt the person in a more immediate manner. Physical bullying includes:

- Pushing, hitting, punching, bumping, kicking
- Unwanted rough play
- Obstructing, confining
- Stealing, hiding property
- Damage to or interference with personal belongings

### **Verbal Bullying**

A means of using words in a negative way such as insults, teasing and put downs to gain power over someone else's life. Verbal bullying includes:

- Name calling, teasing, picking on
- Making “put down” comments, belittling
- Threatening violence or physical aggression
- Insulting, shouting at, swearing at
- Comments that denigrate on the basis of gender, sexuality or race

### **Social/Psychological Bullying**

Repeated and intentional use of words or actions which can cause psychological harm. Social or Psychological Bullying includes:

- Visual (staring threateningly)
- Standing close to a person and acting in a threatening manner
- Pulling faces
- Excluding from activities/Ignoring
- Whispering or circulating rumours
- Intimidation, manipulation and stalking.

### **Cyber Bullying**

When technology is used to verbally, socially or psychologically bully. Cyber bullying includes:

- Sending unwanted, abusive or threatening messages
- Blocking
- Exclusion
- Spreading rumours
- Impersonating someone else
- Name calling, Teasing or Belittling
- Posting personal information without permission
- Posting or sharing inappropriate photos or video of someone
- Invading personal privacy
- Creating hate groups
- Stalking
- Sending inappropriate content
- Accessing, altering or deleting the work of others

## **4. POLICY STATEMENT**

### **4.1 Prevention of Bullying and Anti-Social Behaviour**

All members of the School community must clearly demonstrate a commitment to supporting each other in the implementation of the Anti-Bullying Policy and procedures in a regular and consistent manner.

Staff and student leaders must recognise that preventing bullying is the responsibility of every member of the School community and it must be acted upon if witnessed.

#### ***4.1 Prevention Strategies for the Whole School***

##### **Increase Awareness**

Increase awareness of relevant School policies through:

- Clear statements in School handbooks and School Website.
- Improving awareness in all facets of the School community through the newsletter.
- Assemblies, House Assemblies and during Health Education Role Playing Conflict Resolution where students receive regular reminders of the value placed on pro-social behaviours.

Staff and student leaders are to be aware of:

- Their responsibilities in carrying out supervision duties – on the campus, on buses, in the classroom, all areas of School property.
- The Behaviour Management, Pastoral Care and Anti-Bullying Policies.
- When and where anti-social behaviour occurs.
- Potential risks.
- Modelling appropriate behaviour, especially:
  - Tolerance and acceptance of individual differences
  - Assertive behaviour versus aggressive behaviour
  - Use of alternative conflict resolution strategies

- Cooperation and teamwork emphasised
- Active observation and looking for signs of distress in students.
- Maintaining records of incidents in accordance with the School's procedures.

**Other Prevention Strategies adopted by St. Andrew's Grammar include:**

- Promoting and rewarding resilient behaviours.
- Discuss areas of the School which students consider safe (and unsafe) and what action might maintain this safe area.
- Promote a collective responsibility: encourage students to be active bystanders and interventionists.
- Remind students that there is always someone to talk to about troubling matters– Parent, Friend, Class teacher, Pastoral Co-ordinator, Academic Director, Head of Primary or Chaplain.
- Training and implementation of Peer Support practices.

***4.2 Prevention Strategies for Parents***

Encourage your child to:

- Consider alternative ways to respond. (model these if appropriate)
- Tell a trusted staff member, student leader or friend about the anti-social behaviour.
- Have faith in the system.

**5. Responses to Bullying and Anti-Social Behaviour**

***5.1 Response Strategies for Parents***

- Watch for signs of distress
- Check for possible sources of anxiety; where you have concerns, contact the School
- Take the child seriously, but act calmly
- Maintain contact with and work with the School to seek an appropriate solution

It is not advisable to contact the parents of the student perceived to be engaging in anti-social behaviour.

***5.2 Response Strategies for Students***

Students should be taught that if they are affected by anti-social behaviour, there are alternatives available to them:

- Decide how serious the present incident is. If it is not serious or especially hurtful, such as a singular incident of name-calling or put down, ignore it. If it is hurtful, or frequent you should act to stop it.
- Tell someone you trust about the situation: a teacher, parent, Pastoral Co-ordinator, Academic Director, Head of Primary or the Chaplain.
- Be assertive, not aggressive; tell the person you won't put up with this behaviour and tell them to stop it; do not try to fight back or trade insults.
- If it does not stop, report the incident immediately to a member of staff.

- Develop personal skills of resilience.

### ***5.3 The Role of the Bystander***

The role of the bystander is crucial in repairing incidents of anti-social behaviour and needs to be clearly understood by all community members. Bystanders have the responsibility and the power to effect social change.

Bystanders may assist by:

- Not encouraging bullying through their words or actions
- Providing support to the target of bullying
- Move to align themselves with the target
- Simply say “Stop it”
- Drawing the instigator’s attention to the bullying
- Reporting bullying to staff

### ***5.4 The School’s response to bullying***

The School will always respond to bullying that is witnessed by or reported to a staff member. Parents and children are asked to notify the School about any incident that may constitute bullying as soon as it occurs so that the issue can be handled quickly and decisively.

### ***5.5 Response to the Student being bullied***

Students experiencing bullying or anti-social behaviour will be offered:

- The assurance that the incident they have reported will be investigated, acted upon and resolved in an appropriate and timely manner
- Counselling and support where relevant

### ***5.6 School Response to Student bullying***

#### **Secondary School**

St. Andrew’s Grammar has a three stage process to deal with bullying. Essentially, the various stages deal with an escalating series of offences by a student who has become habitual in their bullying behaviour and needs the assistance of both the School and their parents to change their behaviour.

In most cases students who are exhibiting behaviours that are making other students uncomfortable need to be told to stop their behaviour in very clear terms.

Unless the form of bullying is obvious to everyone concerned, the incident will not be considered a first offence unless the perpetrator has been told to stop by the student they are bullying, a bystander, or a staff member. Once this warning has been issued the three stage process will be put in place.

If the initial bullying behaviour is very clear in its intent, the perpetrator can be taken straight to Stage One.

#### **Stage One: First Offence**

On becoming aware of a bullying incident staff inform the appropriate person or Pastoral Co-Ordinator. Details of the incident, including the identity of the bully and victim, are reported as quickly as possible after the bullying incident has occurred. Persons to inform are:

- Academic Director (Year 10-12 Students)
- Pastoral Co-Ordinator (Year 7-9 Students)

Once the report on the incident has been received, the Academic Director or Pastoral Co-ordinator will conduct an investigation. The result of the investigation will determine the course of action for the students involved. At this initial stage the goal is to counsel and proceed, if possible, without recourse to punishment. Parents of both the offending student and victim will be advised of the nature of the behaviour.

### **Stage Two: Repeated Offence**

After investigation as above and referral to the Principal, the re-offending student will be counselled and sanctions imposed as decided by the Academic Director or Pastoral Co-ordinator. The parents of the students will be notified by email or letter. The offending student will be put on notice and the parents informed that their son/daughter's behaviour must change if they are to remain enrolled at the School.

The Academic Director or Pastoral Co-ordinator will provide or arrange counselling support until they are confident that the student is aware of what behaviours need to change, and has strategies to avoid any recurrence of their negative behaviours. Students do not progress to Stage Three until this counselling process has concluded.

### **Stage Three: Continued Offence**

At Stage Three, following investigations that have concluded that the bullying has become habitual and that the student has not responded to counselling and behaviour management strategies, then the student will put his or her enrolment at St. Andrew's Grammar in jeopardy. This will be dealt with by the Principal.

### **Primary School**

- If a student is bullied he/she is to say, *"Stop! I don't like it!"*
- If the bullying continues the student says, *"Stop, I don't like what you are doing and I will tell the teacher."*
- The student then informs the duty teacher, the class teacher, a student leader or the administration if the bullying does not stop.
- Meeting with teacher/Head of Primary
- Contact parent/s.
- Issue consequences – Timeout / Suspension
- Following investigations that have concluded that the bullying has become habitual and that the student has not responded to counselling and behaviour management strategies, then the student's enrolment at St. Andrew's Grammar will be placed in jeopardy. This will be dealt with by the Principal.