



DIVINE MERCY COLLEGE

BULLYING PREVENTION AND MANAGEMENT POLICY

Our school's Bullying Prevention and Management Policy follows the Catholic Ethos of Divine Mercy College everyone within the school community as the right to BE SAFE, BE RESPECTED, BE VALUED & BE HEARD.

Divine Mercy College prohibits bullying, harassment and other forms of peer-to-peer abuse and requires respect for the privacy and human dignity of other students.

Bullying: is a repeated behaviour that may be physical, verbal, written and/or psychological; where there is intent to cause fear, distress or harm to another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who is /are unable to stop this from happening. Bullying in any form is not acceptable at Divine Mercy College.

Principles

The Bullying Policy is designed to outline a whole school process that involves in dealing with bullying and allows teachers, parents and students to understand the steps involved in implementing this policy.

The definition

Bullying: is a repeated behaviour that may be physical, verbal, written and/or psychological; where there is intent to cause fear, distress or harm to another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who is /are unable to stop this from happening.

Emotional bullying includes:

- being excluded from group conversations and activities
- making up or spreading rumours to facilitate dislike for someone
- being ignored repeatedly
- purposeful misleading or being lied to
- making stories up to get others into trouble

Physical bullying:

- hitting, kicking, pinching, pushing, bumping, shoving, scratching, slapping, biting, punching or tripping someone repeatedly
- unwanted physical or sexual touching
- throwing objects with the intent to injure or annoy

Bullying Prevention and Management Policy

Written by: Jodi Hampel

Written: April 2015

Last Reviewed: 2019

Review Date: 2021



DIVINE MERCY COLLEGE

Threatening/Psychological bullying:

- stalking, threats or implied threats
- dirty looks
- manipulation – pressuring others to do things they don't want to do
- intimidation – forcing students to do demeaning or embarrassing acts
- extortion – forcing someone to give you money or material items

Verbal bullying:

- constant teasing in a sarcastic and offensive manner
- name-calling and offensive nicknames
- swearing to unsettle or upset others
- verbal threats
- spreading rumours
- verbal harassment or vilification on the grounds of (but not limited to) race, gender, disability, religion with intent to cause distress

Property Abuse:

- Stealing money repeatedly
- Interfering with someone's belongings
- Damaging other personal items
- Repeatedly hiding someone's possessions

Cyber bullying:

- Texting derogatory messages on mobile phones
- Sending threatening emails or messages on social media
- Forwarding a confidential email on to several other people
- Ganging up on one student and bombarding him/her with emails
- Setting up a derogatory web site dedicated to a targeted student and inviting others to comment
- Participants in a chat room saying derogatory comments about or excluding someone.
- Spreading rumours on social media

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression, teasing, intimidation or fighting

Bullying Prevention and Management Policy

Written by: Jodi Hampel

Written: April 2015

Last Reviewed: 2019

Review Date: 2021



DIVINE MERCY COLLEGE

These types of behaviour will be dealt with according to our Behaviour Management Plan.

Indicators that a child may be being bullied

Parents may be the first to notice the signs that their child may be being bullied. The signs for parents often include the child not wanting to go to school, saying they are sick to avoid attending school and generally not enjoying going to school anymore. The child can often withdraw, have emotional outbursts, get upset easily, have difficulty concentrating, or complain of headaches or stomach aches. Listed below are some indicators that a child is being bullied.

Emotional

- Mood swings, sleep disturbance, eating disorders, depression

Physical

- Psychosomatic complaints, headaches, stomach aches, negative body language, tics

Social

- Social withdrawal, increased sibling rivalry

Behavioural

- Outbursts of temper, problematic behaviour

School/academic

- Erratic/decline in school attendance, truancy, decline in work standards

While all of the above are signs of possible bullying, they may also be signs that something else is happening with the child. Referral to the appropriate school personnel to determine the cause of the issues is recommended.

The Bystander

A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the whole school community at Divine Mercy College need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school community can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

Prevention Strategies

Whole School prevention strategies include the following:

- Positive staff role modelling

Bullying Prevention and Management Policy

Written by: Jodi Hampel

Written: April 2015

Last Reviewed: 2019

Review Date: 2021



DIVINE MERCY COLLEGE

- Inclusive, safe and welcoming learning environments
- Explicit teaching of social skills through cooperative learning focus student leadership during Health lessons including;
 - plan to develop the following:
 - what behaviours constitute bullying
 - why bullying is unacceptable
 - the development of effective bystander behaviour
 - understand the school's prevention and management of bullying processes and
 - strategies
 - awareness raising of cyber bullying and how to deal with it
- provide professional learning and information to staff and parents
- proactive modelling of pro-social behaviour to identifies students
- highly visible and active approach to playground supervision
- Record and manage playground bullying incidents – see Appendix
- Inform class teacher and if need Discipline Coordinators
- Communicate incidents and issues related to bullying to all staff at Monday meetings

Classroom prevention strategies include the following:

- use cooperative learning strategies with students and explicitly teach roles and responsibilities of group workers
- implement effective classroom behaviour management methods that focus on social problem solving and positive action. Eg. negotiated classroom agreements;
- identify early signs of relationship issues within year groups across the school. egg. social circles
- develop teaching/learning programs focussing on bullying following the Health scope and sequence
- reinforce good examples of communication and conflict resolution.

Responding to a Bullying Incident

Bullying is best managed by restorative and solution focussed practices that resolve conflicts, restore relationships and promote tolerance. See APPENDIX 1 for Flow Chart

1. Identifying bullying incidents

- See repetitive patterns of behaviour, signs of distress;
- Hear 'rumours';
- Receive a student/parent/staff report; and
- Conduct a social circle or class meeting.
- Duty teacher informs class teacher of any incidents

2. Investigating bullying incidents

Bullying Prevention and Management Policy

Written by: Jodi Hampel

Written: April 2015

Last Reviewed: 2019

Review Date: 2021



DIVINE MERCY COLLEGE

At any of the stages below, seek support as required:

- Meet with student or group of students. Record conversation; see APPENDIX 2
- Identify the student bullying, the bystander/s and the student being bullied; and
- Interview each student separately to determine depth/extent/cause of the problem.
- Class teacher informs all staff at staff meeting of any behaviours/incidents to monitor;
- Class teacher makes contact with parents of students bullying or being bullied
- Class teacher records conversations, key points from investigations and incidents where bullying has been determined and consequences delivered according to the school Behaviour Management Policy;

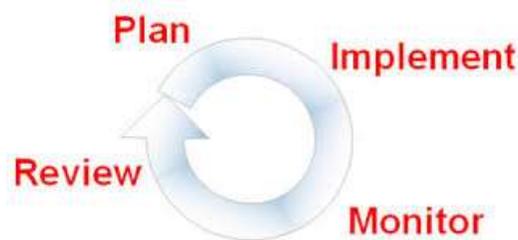
3. Responding to bullying incidents

- When the bullying is continued and following the schools Behaviour Management Plan is not enough the teachers involved, students & parents will meet to create a Behaviour Management Plan
- Provide ongoing and supportive structures and plans for the students being bullied and student's bullying;
- Monitor the identified students/groups (observe, buddy, planned activities during break times);
- Refer to classroom Health scope and sequence and related curriculum resources.

4. Review Case management of students involved in bullying incidents

- Continue to monitor students involved
- Involve parents/caregivers and report back as per Behaviour Management Plan (positive and negative behaviour)
- Develop resiliency through curriculum.

Plan, Monitor and Review Bullying Policy



After an incident and the policy has been implemented the effectiveness of the Bullying Prevention and Management Policy needs to be evaluated.

Monitor

Are there any trends over time?

What evidence is there?

What repetitive behaviours are there?

Bullying Prevention and Management Policy

Written by: Jodi Hampel

Written: April 2015

Last Reviewed: 2019

Review Date: 2021



DIVINE MERCY COLLEGE

What are the year group trends?

Review

Was the policy effective? What worked, what didn't, what could be improved?

Was the policy followed?

Make necessary adjustments to the policy.

Where to go for further information

There is a vast range of information available on the internet from all around the world. The selection listed below mainly concentrates on material produced in Australia, however, some excellent sites from around the world are also listed.

Child Health Promotion Research Centre at Edith Cowan University – Friendly Schools and Families <http://chprc.ecu.edu.au>

ACER <http://www.friendlyschools.com.au/> for information on how to obtain the Friendly School and Families packs

MindMatters - a resource for secondary schools
<http://www.mindmatters.edu.au/default.asp>

Kids Matter – a mental health promotion, prevention and early intervention initiative for primary schools <http://caef.flinders.edu.au/kidsmatter>

Promoting Alternative Thinking Strategies (PATHS) – provides teachers with information to prevent or reduce behavioural and emotional problems. See Wayne Revitt at AISWA for further information.

Aussie Optimism – provides practical strategies to help children during times of stress and transitions. <http://psych.curtin.edu.au/research/aussieoptimism/>

CASEL – Collaborative for Academic, Social and Emotional Learning www.casel.org

The website www.bullyingnoway.com.au contains a wide range of information including ideas and school examples, and a database of resources addressing bullying and harassment.

www.education.unisa.edu.au/bullying is a website by Dr Ken Rigby with a wide range of information, including:

- Information on Bystander Intervention
- Finding out about bullying in your school: questionnaires
- How cases of bullying are being handled by schools
- What schools and parents can do to reduce bullying

Bullying Prevention and Management Policy

Written by: Jodi Hampel

Written: April 2015

Last Reviewed: 2019

Review Date: 2021



DIVINE MERCY COLLEGE

<http://www.michaelcarr-gregg.com.au/> is the website for Michael Carr-Gregg, an Australian psychologist.

“The Princess Bitchface Syndrome” is his book on surviving adolescent girls. “Real Wired Child” is a recent publication covering what parents need to know about kids online.

www.andrewfuller.com.au Andrew Fuller works with many schools and communities in Australia and internationally, specialising in the wellbeing of young people and their families. He specialises in counselling and intervention strategies for a range of problems faced by children and adolescents including anger and aggression management, bullying, self-harm, suicide prevention and intervention.

“Destroying Avalon” by Kate McCaffrey, a Western Australian author, is a wonderful book that can be used as part of the curriculum when discussing cyber bullying. It offers an insight into the world of cyber bullying, covering blogging, cyber stalking, masquerading and text messaging. This book is suitable for year 9 and above and is available through Fremantle Press.

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml is from the NSW Department of Education and Training and sets out the requirements for dealing with bullying through a Student Discipline policy.

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm> is a student wellbeing site developed by the Victorian Government. This site has a sample Student Code of Conduct available that identifies goals and standards for student behaviour.

<http://www.cybersmart.gov.au/> is an Australian Government initiative provided through the Australian Communications and Media Authority (ACMA). It is part of the cyber safety program.

www.netsafe.org.nz is the website Net Safe, New Zealand’s Internet Safety Group. This website contains a vast range of material for schools on cyber bullying and cyber predators.

<http://www.pearsoned.com.au/newstores/styles/professional/titleDetails.asp?GroupItemID=47138&StoreID=37> is the order form for Pearson Education Australia to order a book titled ‘Bullying Solutions: Evidence-based approaches to bullying in Australian schools’, published September 2005.

Mental health sites offering a range of resources:

www.reachoutpro.com.au

www.moodgym.anu.edu.au

www.reachoutcentral.com.au

www.reachout.com.au

Bullying Prevention and Management Policy

Written by: Jodi Hampel

Written: April 2015

Last Reviewed: 2019

Review Date: 2021



DIVINE MERCY COLLEGE

www.beyondblue.org.au

Kids Help Line 1800 55 1800

There are also many international websites with a range of information on bullying for schools, including:

Bully B'ware Productions in Canada www.bullybeware.com

No Bully from New Zealand www.nobully.org.nz

Bullying Online from the United Kingdom www.bullying.co.uk

Anti-Bullying Network from Scotland www.antibullying.net

Childnet International from the United Kingdom <http://www.childnet-int.org/>

Workplace Bullying

Bullying is also an issue in the workplace where repeated inappropriate behaviour by one of more persons undermines the individual's right to dignity at work.

The definition of bullying and the various forms it takes is discussed earlier in this document. Bullying occurs in the workplace if it harms, intimidates, threatens, victimises, undermines, offends, degrades or humiliates an employee, whether alone or in front of others.

The Department of Consumer and Employment Protection has information on workplace bullying available on their website www.safetyline.wa.gov.au. Typing 'bullying' in the search box will bring up all of the material available, including Codes of Practice, Guidance Notes, and Frequently Asked Questions about bullying.

Bullying Prevention and Management Policy
Written by: Jodi Hampel
Written: April 2015
Last Reviewed: 2019
Review Date: 2021



DIVINE MERCY COLLEGE

Identify

1. See repetitive patterns of behaviour, signs of distress;
2. Hear 'rumours';
3. Receive a student/parent/staff report;
4. Class meetings
5. Teacher informing class teacher incidents



Investigate

6. Meet with student or group of students. Record conversation;
7. Identify the student bullying, the bystander/s and the student being bullied;
8. Interview each students
9. Class teacher informs all staff at meeting;
10. Class teacher contact with parents
11. Class teacher records conversations
12. incidents where bullying has been determined and consequences delivered according to the school Behaviour Management Policy;



Respond

13. When the bullying is continued create a Behaviour Action Plan
14. Provide ongoing and supportive structures and plans for the students being bullied and student's bullying;
15. Monitor the identified students/groups
16. Refer to classroom Health scope and sequence and related curriculum resources.



Review

17. Continue to monitor students involved
18. Involve parents/caregivers and report back as per Action Plan
19. Develop resiliency through curriculum.

Bullying Prevention and Management Policy

Written by: Jodi Hampel

Written: April 2015

Last Reviewed: 2019

Review Date: 2021



DIVINE MERCY COLLEGE

Bullying Prevention and Management Policy
Written by: Jodi Hampel
Written: April 2015
Last Reviewed: 2019
Review Date: 2021