



Anti-Bullying Policy

Bullying and Cyberbullying – information, prevention, and College responses

Aggression	Words or actions (both overt and covert) that are directed towards another and intended to harm, distress, coerce or cause fear.
Bullying	<p>Definition for staff, parents and guardians:</p> <p>Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies. Conflict or fights between equals and single incidents are not defined as bullying. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.</p>
Bullying	<p>Definition for older students:</p> <p>Bullying is when one student (or a group) targets another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them. Although it's neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it isn't considered bullying. A fight or disagreement between students of equal power or status isn't considered bullying.</p> <p>What bullying is not:</p> <p>There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:</p> <ul style="list-style-type: none">• mutual conflict, which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation• single episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours• social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others
Bystander	A person who sees, or knows about, bullying or harassment or that is happening to another person.

Conflict	Mutual disagreement, argument or dispute between people where no one has a significant power advantage, and both feel equally aggrieved. Conflict is different to bullying because there is always an imbalance of power in bullying. However, poorly resolved conflict situations, especially those involving friendship break-ups or romantic break-ups sometimes lead to either aggression or bullying. Conflict can be a precursor to bullying where there are instances of repeated conflict and where the balance of power changes
Covert bullying	A subtle type of non-physical bullying which usually isn't easily seen by others and is conducted out of sight of, and often unacknowledged by, adults. Covert bullying behaviours mostly inflict harm by damaging another's social reputation, peer relationships and self-esteem. Covert bullying can be carried out in a range of ways (e.g. spreading rumours, encouraging a third party to engage in bullying behaviour, conducting a malicious social exclusion campaign and/or using internet or mobile phone technologies).
Cyberbullying	Bullying carried out through the internet and mobile devices
Cybersafety	Cybersafety refers to online behaviours that are safe, respectful, and responsible, and to strategies to reduce risks online, e.g. using high privacy settings.
Cyber exploitation	Use of the internet or mobile phone technologies to take advantage of another. Examples include asking others to send sexually explicit photographs of themselves or publishing such images; stealing someone's identity and impersonating them e.g. to subscribe to services or purchase goods and services in their name, using unscrupulous sales tactics e.g. pop-ups.
Cyber harassment	A single episode of aggression e.g. an insult, threat, nasty denigrating comment, against a specific student carried out through internet or mobile phone technologies.
Digital citizenship	There are 9 elements in digital citizenship: Access; Commerce; Communication; Literacy; Etiquette; Law; Rights and Responsibilities; Health and Wellness and Security (refer to the Australian Curriculum ICT Capability at ACARA).
Discrimination	Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

E-Crimes	Illegal actions that are carried out using the internet or mobile phone technology, including child exploitation material, fraud, impersonation or identity theft, or sending words or images that cause offence, distress, menace or threaten. Most of these are crimes under Australian federal law but some are also (or only) crimes under some Australian state laws. It is important that students understand that the production or distribution (including texting and posting) of lewd images of themselves or others may constitute child exploitation material with a potential criminal penalty and that some of these activities can be construed as bullying.
Engage Student Support System	BCE's central repository of student behaviour support data, including bullying, drug-related incidents and weapons in school.
Harassment	<p>Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person. It may be intentional or unintentional i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless.</p> <p>Harassment is unacceptable and needs to be addressed as part of creating a safe school, but it would not be considered bullying if any one or more of the following three features were present:</p> <ul style="list-style-type: none"> • it occurred only once and was not part of a repeated pattern • it (genuinely) was not intended to offend, demean, annoy, alarm or abuse • it was not directed towards the same person/s each time.
Method of shared concern	The method of shared concern is a response to bullying involving structured interviews of those who are suspected of bullying other students to resolve the situation.
Online hate websites/Bash boards	Online sites used to bully another student that contain insulting and contemptuous remarks or images and encourage others to sign on and indicate their hatred of a nominated person and add more disparaging comments.
Restorative practices	Strategies which focus on restoring relationships, repairing harm and learning perspective-taking and social responsibility.

Sexting	Sending of sexually explicit messages or photographs of oneself or others, using mobile phone technology either by request or spontaneously. It can also include posting of this material online. A student's current, or potential romantic partner, may be the source of a request to engage in sexting. Such photos may be sent (without permission) to many other people or used to coerce or blackmail after a relationship break-up.
Supportive bystander behaviour	Actions and/or words that are intended to support someone who is being attacked, abused or bullied.
Victimisation	Victimisation occurs when the student with disability (or their associate) is treated less favourably because they complained, or indicated they may complain, about the treatment they receive due to their disability.

Anti-Bullying Procedures for Staff Flow Chart

Disclosure and response:

Student/parent/caregiver staff member discloses bullying incident. Staff member responds to the allegations of bullying (where possible) and advocates a safe and supportive environment for those who have been bullied and those that have disclosed/reported the bullying behaviours.

No

Define: Is this bullying:

See the section Definition of bullying.
For high-risk concerns notify a Student Protection Officer Immediately.

Not Bullying: Respond with restorative justice /mediation practices and school policy consequences. If assistance is required consult with Pastoral Leaders and Counsellors

Yes

Information gathering:

Alleged bullying information to be completed using the Marymount College Bullying Complaint form. Staff members gather initial information and sends the form to the Pastoral Leader and Assistant Pastoral Leader for that year level.

Risk Assessment:

Is this life threatening? Is there a risk of significant harm or criminal activity?

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Yes

Immediately Inform School Student Protection Officer: They will complete a ROC and will inform relevant agencies as required e.g., Police, Child Safety etc. Follow Police instructions. Notify the parents/caregivers: Let them know that the police have been contacted.

No

Yes

Informing relevant parties:

Pastoral Leaders will inform Assistant Principal Pastoral or Deputy Principal who will inform the Principal. Pastoral Leaders will also inform the parents/caregivers of incident. Pastoral Leader will case manage the alleged bullying matter until it has been resolved following the Marymount College Bullying Policy.



Formal Gathering of Information and Record keeping.

Pastoral Leaders collect written statements and information from all involved (signed and dated) and interviews separately all involved. Pastoral Leaders consult with Assistant Principal Pastoral or Deputy Principal who determines, using the Marymount College Student Behaviour Policy, recommendations for action e.g. disciplinary action, counselling, social skills training etc.



Documenting Bullying:

Information is entered into Engage as an incident and a Bullying report. Information is recorded in the Pastoral Notes and all statements and information gathered are filed in the student folder in the Positive Behaviour Room.



Case monitored:

Pastoral Leader monitors and reviews the situation with the student/s staff and parents until resolved.



Is the Bullying plan successful:

Has the bullying plan been successful and all bullying or harassment has ceased.



Pastoral Leader informs all parties that the case has been resolved to the satisfaction of all.



No:
Principal is informed and further sanctions put in place e.g. suspension, exclusion.

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

Each member of the Marymount Community, be it staff, student, or parent has the right to feel safe and free from any form of intimidation including physical, verbal, emotional or sexual.

Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Our whole-school approach to preventing and responding to student bullying and harassment

Our school uses the PB4L framework and the Australian Education Authorities resource [Bullying NoWay!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

The PB4L Effective Classroom Practices and Responses professional learning supports teachers with practical skills and strategies to improve planning for teaching and learning, classroom management and, building and sustaining positive relationships with students. Restorative approaches and collaborative problem solving are supportive ways to respond to student conflict, harassment and bullying in schools implemented by teachers in partnership with school leadership and families.

At Marymount College all staff participate in regular pastoral and year level meetings, and professional development to become familiar with bullying and harassment. All Pastoral Leaders have completed the BCE approved 'Youth Mental Health First Aid' professional development.

2. Teaching about Bullying and Harassment

- At Marymount College the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours is embedded in the ACARA curriculum (Health & Physical Education, and English) and the BCE Religious Education Curriculum.

Our Pastoral Program includes:

- Personal Development Days
 - Reflection Days
 - Camps and Retreats
 - Peer Support Training (Year 10)
- ### 3. Responding to Bullying and Harassment

- Students can report bullying and harassment to a trusted staff member/teacher.
- Parents and staff can report concerns to the Pastoral Leader for that year. Pastoral Leaders will investigate the report and escalate to a member of the College Leadership Team if required.
- All staff take all reports of bullying and harassment seriously and respond with a school team process.

The following steps are part of our processes.:

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.

- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

1. Student assemblies: Student bullying and expectations about student behaviour are discussed and information is presented to promote a positive school culture where bullying is not accepted.
2. Staff are supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. For example, staff meetings, professional development days, pastoral professional development.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour during the induction process.
5. Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour via the College newsletter, School TV, and social media.
6. Explicit promotion of social and emotional competencies among students during Personal development days, pastoral classes, year level meetings, and in the core curriculum.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection. Marymount College uses the *Be You Program* and its resources.

1. Primary Prevention Programs

Include programs that would engender resilience in students and assist with creating supportive school environments e.g.

- Mentoring programs
 - Induction and transition programs
 - Communication skills training
2. **Early intervention** processes include:
 - Identifying the extent of the problem through questionnaire administration and the mapping of trouble spots
 - Promoting anti-bullying strategies involving the whole school community
 - Forming a working party of parents, teachers etc. to sustain the program.
 - Brainstorm productions, etc.
 3. **Intervention procedures** include:
 - Clear reporting and referral procedures

- Crisis intervention procedures
- Monitoring and evaluation of the anti-bullying program
- 4. **Restoration of well-being**
 - Supporting both victim and perpetrator with therapeutic interventions that involve a no-blame approach.
- 5. **Consequences for students who intimidate or bully others**
 - **Positive Behaviour for Learning (PB4L) Process**—Students found to be bullying others will need to spend some time in the Positive Behaviour Classroom (PBR) writing plans on how they can change their behaviour.
 - **Counselling**—Students who are found to have difficulty with bullying will attend regular sessions with the student counsellor to help develop more appropriate behaviour.
 - **Anti-Bullying Programs**—These programs are designed to help students modify their behaviour. People who bully others have difficulties and may benefit from participation in such programs.

Key contacts for students and parents to report bullying

Please email the relevant Head of Year, or phone the College on 55861 000 and request for the Head of Year to phone you.

Pastoral Leader—Year 12 Mr Matt Carroll
 Pastoral Leader—Year 11 Mrs Nicky Browne
 Pastoral Leader—Year 10 Mr Kevin Cornor
 Pastoral Leader—Year 9 Mrs Cathy Cooper
 Pastoral Leader—Year 8 Mrs Samantha McMenamin
 Pastoral Leader—Year 7 (acting) Mr Anthony Baruksopulo

Assistant Pastoral Leader—Year 12 Mrs Sarah Henttonen
 Assistant Pastoral Leader—Year 11 Mr Chris Sikora
 Assistant Pastoral Leader—Year 10 Mrs Maree Gibbs
 Assistant Pastoral Leader—Year 9 Mrs Georgia Cole
 Assistant Pastoral Leader—Year 8 Mr Jack Mitchell
 Assistant Pastoral Leader—Year 7 Mrs Leigh Dornan

Mrs Martina Millard – College Principal
 Mr Geoff Browne – Deputy Principal
 Ms Vivian Savage – Assistant Principal Pastoral
 Mrs Katrina Nicholson – Assistant Principal Senior Curriculum
 Mr Wes Guthrie – Assistant Principal Junior Curriculum
 Mrs Emma Hargraves – Assistant Principal Religious Education
 Dr Angela Jeffery – Guidance Counsellor
 Mrs Heather Clarke – Guidance Counsellor
 Ms Cintia May – Guidance Counsellor

Cyberbullying

Cyberbullying is treated at Marymount College with the same level of seriousness as direct bullying.


It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students found to be using College technological equipment to bully at school will have this equipment confiscated until their parents have been contacted. They may face the following possible consequences:

- Reduced access to the College computer network
- Suspension from the College computer network
- Confiscation of mobile phones and/or Mac Books
- PB4L process

Resources

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education

- [Be You Programs Directory](#)
- [STEPS](#)
- The [Australian Curriculum](#)  provides the framework for your school's anti-bullying teaching and learning activities.
- Bullying NoWay
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as

comprehensively as possible. Suspension records are also mandatory to complete in the database.

Year Level and Pastoral meetings are held consistently throughout the year to discuss behaviour issues and parents or guardians are involved.

The use of Guidance Counsellors and Learning Support staff to address behaviour problems is a very important aspect of decision making. Underlying issues which can affect the student's ability to learn can often play out as poor decision making and behavioural choices.

All behaviour issues are recorded on the Engage Student Support System whether being minor or major issues.