Policy	
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Author:	CES Student Protection Officer

Student Anti-Bullying

Purpose

This policy outlines the expectations of Catholic Education Services for all schools in the Diocese of Cairns to develop and implement effective strategies to address school bullying, consistent with the Queensland Schools Declaration Against Bullying and Violence.

Policy

Catholic Education is committed to the **prevention** of bullying by and of students in our schools, and the implementation of appropriate **response strategies** which address school bullying, as mandated by law, Church teachings and convention.
We recognize the need to ensure that all students are able to learn and work in an environment where they feel safe and are free from bullying.

Rationale

As a member of the Queensland Schools Declaration Against Bullying and Violence, Catholic Schools are publicly committed to working together with staff, parents and students in addressing bullying in our schools.

The Queensland Schools Declaration Against Bullying and Violence recognises the issues facing students, school staff and parents are complex, and the possible responses are varied given the unique characteristics of our schools and general population. There is clearly a common concern about bullying, cyber bullying and violence in schools, and a need for effective responses to support students, parents and schools at the individual school, broader community and systemic policy levels.

The vision of Catholic Education is to offer lifelong and quality education so that each person may know and come to identify more fully with the living spirit of Christ. Through their involvement in the Catholic faith community, students are able to reach their full potential through the enhancement of their educational, personal and spiritual dimensions.   They and the communities in which they live and study are sustained and enriched by the life-giving relationships that they develop.

Catholic Education Services aspire to a Learning Framework which has a vision to excite and empower learners to enjoy, shape and enrich our changing world inspired by the Gospel of Jesus Christ.

Consequences

As a result of the implementation of this policy all school communities will have a shared understanding of:
- what bullying is;
- how it impacts people and
- how it is to be responded to.

Each school will have effective school based prevention and response strategies which address school bullying, comply with legislation, are guided by current evidence based research and, and are known by, and developed for, the whole school community.

It is expected school staff, parents and students will work together to develop the knowledge, understanding and skills to support learning, positive behaviour and constructive relationships.

The consequences of an effective whole school approaches to bullying include:
1. A caring, respectful and supportive school culture;
2. Clear whole school definition of bullying;
3. Clear anti-bullying policy;
4. Collaborative procedures which respond appropriately to bullying incidents clearly defining the roles of staff, students and parents;
5. Teaching and learning programs which address all forms of bullying through the teaching of language skills, social-cognitive abilities, social skills, assertiveness, coping strategies, group mechanisms, understanding motives for bullying and being effective bystanders;
6. Professional development which assists school staff to understand the anti-bullying policy, implement teaching and learning programs, and how to provide support for students at high risk times and in high risk settings;
7. Consultation with students regularly to monitor and determine the types of bullying behaviour and what school and social contexts bullying occurs;
8. Creation of physical environments in the school and staff supervision practices which limit the incidences of bulllying;
9. Families that are supported and engaged by maintaining regular, clear communiciation and through systematic parent awareness raising and skill building;
10. Regular reviewing processes and celebrations of the effectiveness of school policies, programs and procedures.

Reflection

Definitions:

Dr Ken Rigby (in Working Together: A toolkit for effective school based action against bullying, 2010. P.6) defines bullying " as a systematic and repeated abuse of power. In general bullying may be defined as:
- Dominating or hurting someone;
- Unfair action by the perpetrator and an imbalance of power;
- A lack of adequate defence by the target and feelings of oppression and humiliation".

The Queensland Schools Alliance Against Violence Working Together Toolkit (2010. P. 6-7) identifies five types of bullying:

1. **Physical Bullying**
   When a person (or group of people) uses actions to bully, such as hitting, poking, tripping or pushing Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal Bullying**
   Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.
3. **Covert Bullying**
   Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel

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humiliated or powerless, mimicking or deliberately excluding someone.
4. **Psychological Bullying**
   Examples include threatening, manipulating or stalking someone.
5. **Cyber Bullying**
   Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

The following behaviours DO NOT constitute bullying:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness, intimidation or violence

While these behaviours would not be constituted as bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

References:

Bullying. No Way! www.bullyingnoway.com.au

Education Queensland (2010) *Working Together: A toolkit for effective school based action against bullying.* [online] Available at:
http://education.qld.gov.au/studentservices/behaviour/qsaav/docs/working_together_toolkit.pdf [Accessed: 31 Oct 2012].

Kandersteg Declaration www.kanderstegdeclaration.com

National Centre Against Bullying www.ncab.org.au

National Safe Schools Framework (NSSF) http://www.deewr.gov.au/schooling/nationalsafeschools

Queensland Schools Alliance Against Violence: Queensland Schools Declaration Against Bullying and Violence
http://education.qld.gov.au/studentservices/behaviour/qsaav/docs/declaration_a3_poster.pdf

Queensland Schools Alliance Against Violence : Working Together – A toolkit for effective school based action against bullying
http://education.qld.gov.au/studentservices/behaviour/qsaav/docs/working_together_toolkit.pdf

Queensland Schools Alliance Against Violence: Working Together – Good Practice in Queensland Schools (Case Studies of effective school based action against bullying)
http://education.qld.gov.au/studentservices/behaviour/qsaav/docs/good_practice.pdf

The Alannah and Madeline Foundation www.amf.org.au

Findlay, Ian (April, 2006) Shared Responsibility – Beating bullying in Australian schools, ACER Press.

McGrath, Helen and Noble, Toni (2006) Bullying solutions Evidence-based approaches to bullying in Australian Schools, Pearson Education Australia.

Rigby, K. (2010) The nature of bullying and how schools can respond, Addressing Bullying in Queensland Schools. [vodcast] 30/9/2009. Available at:
http://mediasite.eq.edu.au/eq/Viewer/?peid=86a135588b95447e8cffe44db922a330 [Accessed: 31 Oct 2012].

Rigby, K. (2010). Addressing Bullying in Queensland Schools : Consultancy for the Department of Education and Training, Brisbane.

Vatican.va (1965) The Religious Dimension of Education in a Catholic School. [online] Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html [Accessed: 31 Oct 2012].

Legislation:
Relevant legislation includes, but is not limited to:

- *Anti-Discrimination Act 1991*
- *Child Protection Act 199*
- *Education (General Provisions) Act 2006;*
- *Education (Accreditation of Non-State Schools) Act 2001;*
- *Education (Accreditation of Non-State Schools) Regulation 2001;*
- *Weapons Act (QLD) 1990;*
- *Weapons Category Regulation (QLD) 1997.*

Also consider the *United Nations Convention on the Rights of the Child.*

See also (Related Policies and Guidelines)

Policies and Directives:
- Social Emotional Learning
- Student Protection
- Code of Conduct for Employees
- Code of Conduct for Parents and Volunteers
- Weapons (including knives) in Schools Directive

Procedures:
- Student Protection Reporting

Core documents:
- Learning and Teaching Framework
- Defining Features