

SNACC

Anti- Bullying and Harassment Policy

1. Our Belief

At SNACC we are committed to developing a school community that values and respects diversity. Students learn best in an inclusive environment which is well disciplined and safe.

We all have a responsibility to treat people equally - with fairness, dignity and respect.

SNACC aims to:

- create and ensure an atmosphere of mutual respect for all members of the school community
- encourage positive relationships between students, staff, parents and other members of the school community
- take appropriate action, including the development of a prevention program, to deter bullying within the school community
- record and monitor bullying incidents.

2. Why it is important to deal with bullying:

- To ensure the safety of students and staff.
- To reduce stress and its effects for both students and staff.
- To improve and support the self-esteem of all members of the school community.
- To improve teaching and learning outcomes.
- To fulfill legal obligations (e.g. anti-discrimination legislation, child protection legislation common law responsibility).
- To support the school policies on anti-racism and social justice.
- To encourage all students to develop appropriate ways of responding to situations

3. What is Bullying?

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It is often on the grounds of difference. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, age, marital status, parenting status or economic status.

Bullying results when a person or group takes advantage of a perceived uneven balance of power to harass another person.

Bullying and Harassment is occurring when:

- it involves an initial desire to hurt;
- a desire is expressed in an action;
- the action is hurtful (physical or emotional or psychological);
- it is directed by a more powerful person or group over someone less powerful;
- it is without justification;
- it is repeated; and
- given with obvious enjoyment

4. Identifying bullying behavior

Bullying behaviour can be:

- *verbal* e.g. name calling, teasing, abuse, putdowns, sarcasm, insults and threats
- *physical* e.g. hitting, punching, kicking, scratching, spitting, tripping
- *social* e.g. ignoring, excluding, alienating, making inappropriate gestures
- *psychological* e.g. spreading rumours, **cyber bullying** (malicious SMS/email messages or inappropriate text/images posted on an internet website), inappropriate use of camera phones, hiding or damaging possessions, graffiti, intimidating behaviours.

THE MEANS OF BULLYING AND HARASSMENT

	Direct (Including)	Indirect (Including)
Verbal Abuse	<ul style="list-style-type: none"> ▪ Verbal insults – put downs, offensive names, teasing ▪ Unfair criticism ▪ Degrading comments ▪ Name calling ▪ Unwanted comments drawing attention to a person’s alleged sexual characteristics ▪ Racist comments/ names 	<ul style="list-style-type: none"> ▪ Persuading another person to criticise or insult someone. ▪ Spreading malicious rumours either orally or written, such as through graffiti ▪ Anonymous phone calls and emails
Gestural Abuse	<ul style="list-style-type: none"> ▪ Threatening or obscene gestures ▪ Menacing stares ▪ Deliberately inappropriate and unjustified gestures and expressions of a sexual nature 	<ul style="list-style-type: none"> ▪ Deliberate turning away or averting one’s gaze to ignore someone ▪ Ignoring; excluding; ostracising; alienating ▪ Causing an individual to feel unsafe or intimidated
Physical Means	<ul style="list-style-type: none"> ▪ Striking – kicking, punching, pushing, tripping, spitting ▪ Throwing things ▪ Using a weapon ▪ Removing and hiding belongings - damaging and destroying property ▪ Unwanted sexual contact 	<ul style="list-style-type: none"> ▪ Getting another person to assault someone ▪ Making someone give money
Relational Bullying	<ul style="list-style-type: none"> ▪ Forming coalitions against someone ▪ Deliberately reducing the enjoyment a victim may have in day-to day relationships 	<ul style="list-style-type: none"> ▪ Persuading people to exclude someone ▪ Degrading a persons race, language, religious or social background for the purpose of exclusion of individuals or groups.
Psychological	Spreading rumours SMS; e-mail; mobile Inappropriate use of mobile camera etc.	• Dirty Looks

5. ASSESSING SEVERITY

To assess the severity of bullying behaviour one needs to take into account;

- the nature of the action, for example mild teasing which is generally not experienced as very hurtful, versus physical assault which is normally more devastating
- the frequency of bullying acts, for example whether daily, weekly or less often; and
- the duration of the bullying, whether over a short or long time period.

Low severity commonly involves thoughtless periodic teasing, put-downs, name calling and occasional exclusion. This can be annoying and unpleasant and can escalate and then involve more serious forms of bullying. This level of bullying must never be ignored.

Intermediate level of bullying occurs when a child is subjected for a time to forms of harassment that are both systematic and hurtful. These may include cruel teasing, continual exclusion and some threats or some relatively mild physical abuse, such as pushing or tripping.

Severe Bullying occurs when harassment is cruel and intense, especially if it occurs over an extended period and is distressing to the victim. It often involves serious physical assaults, but can still be severe when it is non-physical if the methods used are unremitting, occur over an extended period and are psychologically damaging.

6. Preventing Bullying and harassment behaviours At SNACC

As a school, SNACC community, will not allow cases of bullying or harassment to go unreported.

This requires students to: (See also Appendix 1 for further ideas)

- not bully or harass others
- take some preventative action if appropriate when bullying or harassment occurs;
- report the incident or suspected incident to a staff member or DP's or Principal or Welfare Coordinator;

Parents are recommended to (See also Appendix 2 for further ideas)

- watch for signs of distress;
- encourage their child to tell a staff member about the incident or suspected incident;
- encourage their child to develop coping skills and resilience;
- inform the school about suspected incidents even if their child is not directly involved

This requires staff to (See also Appendix 3 and 4 for further ideas):

- be role models at all times;
- be aware of signs of suspected incidents of bullying or harassment;
a target of bullying may exhibit the following behaviour or signs
 - frequently absent
 - being isolated
 - changes in personality
- be active during supervision duty;

- be punctual to class and move promptly between lessons;
- assist victims of bullying or harassment; and
- report suspected incidents of bullying or harassment. The following steps may be taken when dealing with incidents:
 - Listen to the target student and provide reassurance.
 - Address the bully and inform them of possible consequences for their behaviour (see below).
 - Record a clear account on the database and refer it to the Welfare Coordinator
 - The Welfare Coordinator will interview all concerned, record action taken and make any necessary referrals.

6. Student strategies to deal with bullying

It is important to speak out against bullies. Remember that all reports will be acted on, treated in confidence and be supported by the school community.

As a victim you must take action. To stop the bullying and take the power away from the bullies, the following suggestions need to be considered:

- Do not retaliate by becoming a physical or verbal bully.
- Know that it is OK to tell someone when bullying happens.
- Tell a liked and trusted teacher or tell a friend.
- Develop self-assertiveness skills so you can face the bully without being scared. For example, express your disapproval when bullying occurs.

A witness to bullying or knowledge about someone, who is being bullied, needs action. Remember nobody deserves to be bullied. A few suggestions could be to:

- Consider the situation carefully. Spoken intervention could include saying things like ‘Stop doing that’ or ‘Leave him/her alone’
- Offer support and friendship to the student being bullied. Encourage the person being bullied to seek help from teachers or an adult they can trust.
- Report the incident to a teacher or another adult.

7. Consequences of bullying

Students who bully others will be asked to stop this negative behaviour immediately. The following disciplinary steps may include (depending on Severity level- see below)

- Talking with parents / guardians
- Mediation
- Counselling
- Isolation from a particular class or subject.
- Suspension/ expulsion and even police involvement in particularly serious cases.

The school will raise awareness of the nature of bullying through its inclusion in mentor programs, KLAs program (especially through PDHPE), and/or as appropriate, in formal assemblies, class meetings etc. These whole school programs will attempt to develop key understandings and skills related to positive relationships.

8. Evaluation

The policy will be promoted and implemented throughout the whole school. The school will review this policy annually and/or as the need arises and assess its implementation and effectiveness.

9. SNACC- SCHOOL RESPONSE TO BULLYING: MANAGEMENT OF A BULLYING INCIDENT

SNACC- ANTI BULLYING PROCEDURE

In the Classroom

Whole School/ Playground

Low Severity

Serious/Ongoing Incident

- Teacher applies appropriate consequences*
- Victim and bully counselled
- No Blame approach*
- Educate entry of the situation and follow up

- referred to PC or DP
 - PC or DP ensure that bullying record behaviour made
 - applies consequences*
 - ensures that there is a follow up for the victim and the bully (Year Coordinator, PC Coordinator or Welfare DP)
- Refer to Appendix 4**

- *Consequences could include one or a combination of:*
- *Talking with parents/ Guardians*
 - *Conduct Card*
 - *Mediation*
 - *Counselling*
 - *Isolation*
 - *Suspension*
 - *Expulsion*
 - *Police involvement (if warranted)*

Low Severity offence

Intermediate Severity Offence

Severe/Ongoing Offence

Level of Severity	Suggested Teacher responses / Consequences
Low Severity	<p>These cases should never be ignored.</p> <ul style="list-style-type: none"> ▪ Take action as soon as possible ▪ Talk with the bully or bullies, pointing out the distress caused to the victim ▪ Bullying is about power- be careful not to be aggressive with the bullies. ▪ Explain the school definition of bullying and the rights of the individual. ▪ Suggest ways in which the victim may be able to deal with the situation and access resources, such as friends. ▪ Monitor carefully what happens and be prepared to intervene. ▪ Record the incident into Edumate.
Intermediate Level	<ul style="list-style-type: none"> ▪ Try the ‘<i>No Blame</i>’ approach, particularly when a group of students is involved. ▪ Try the method of shared concern – with this method bullies are seen individually. The interviewer shares his/her concerns about the incident with the victim, and invites bullies to take responsible action to remedy the situation. Further work as a group follows to effect reconciliation. ▪ Involve the Welfare coordinator or the Deputy in constructing strategies. ▪ Record the incident in the behaviour record.
Severe or Ongoing Bullying	<ul style="list-style-type: none"> ▪ Immediate referral to Welfare Coordinator or Deputy ▪ This requires a careful inquiry into what has actually happened. The D.P. conducts interviews with the bullies, victims and observers. ▪ Serious talks are held with the parents of bullies. ▪ In extreme cases there may be police involvement.

APPENDIX 1- IDEAS FOR STUDENTS

What you can do if you are bullied:

1. Report it - remember that the bullying will continue if those responsible think they can get away with their behaviour. If the bullying continues, report it again - the bullying **can** be stopped.
2. Try not to show that you are upset. Bullies feel great if they have upset you.
3. Try to be assertive - look and sound confident.
4. Walk quickly and confidently even if you don't feel that way inside - appearing confident is helpful.
5. If students have been calling you names or teasing etc, reassure yourself that you're OK, and that those students are the ones with the problem.
6. Talk to a friend/friends about it.
7. Avoid 'risk' situations where possible, or stay close to adults or friends.
8. Consider whether you have been bullying yourself e.g. have you been name-calling, annoying, threatening, showing off etc? If you have, change what you are doing.
9. If bullying continues after reporting it, report it again - talk to a teachers, the Year Advisers, the Head Teachers, Head Teacher Welfare, the counsellors, the Deputy Principal and the Principal.
10. If you feel or think that you are different in any way, be proud of it - individuality and diversity, within the rules, are important.
11. Talk to the Counsellor who can help you to develop skills which can be useful in bullying situations.

What you can do if someone else is being bullied:

1. If you know of bullying, report it. The person being bullied may be too scared or upset to tell anyone.
2. Remember that nobody deserves to be bullied.
3. Show the bully that you and your friends strongly disapprove of his/her actions.
4. Seek help.
5. Give sympathy and support to students who are bullied.
6. Be careful about teasing people or making personal remarks. If you think that students might not find your comments funny, don't say them.

APPENDIX 2- IDEAS FOR PARENTS

Ideas for parents if your child is being bullied:

- Watch for signs that your child might be being bullied. Some of the following may indicate bullying: wanting to miss school, a pattern of headaches or stomach aches, becoming withdrawn, nightmares, tension or unhappiness, taking it out on others at home, bruising, the disappearance of property, damaged clothing, etc.
- If you think that your child is being bullied, inform the school immediately, and ask for an interview with a staff member who can help. With staff, devise strategies that will help and support your child inside and outside school.
- Don't be swayed by your child's pleas not to interfere because of their fear of retaliation: for the student's sake, bullying needs to be addressed, and this will be most effective with the school and family working together.
- Continue to inform the school if the bullying does not stop.
- When discussing the problem with your child, go through the advice given in this policy.
- Encourage your child to develop friendships. A student who has friends is less likely to be bullied.
- Work on improving your child's self-esteem.
- Support your child in developing their talents and participating in sports or other activities that will build confidence, in a safe, supervised environment.
- If your child has been bullied frequently by different students, seek school advice and counselling so that he/she may become more assertive and resilient, and hence reduce the likelihood of being bullied.
- If bullying involves severe physical abuse, you may wish to consider police action.

Ideas for parents if your child is bullying other students:

- Think about why your child is bullying. Consider whether he/she is being bullied at home or elsewhere, whether the child is bullying to compensate for some feeling of inadequacy, whether there is some factor causing anger, etc.
- Work with the school staff to help your child and prevent more bullying.
- Make it clear to your child that you take the bullying seriously, and that bullying others is unacceptable.
- It is important not to use aggressive tactics. The use of physical or verbal aggression only reinforces the idea that this is all right.
- Talk about the fact that we all have a right to be and feel safe. Point out that bullying or teasing breaks that right.
- Using a sensitive approach, ensure that the child knows the effect his behaviour is having on the bullied student.
- Pinpoint your child's strengths and skills. Encourage the child to identify strengths and skills in others.
- Problem-solve with your child: 'If I want my friends to think I'm O.K., what can I do that won't hurt anyone else?'

- Try to find ways to reward appropriate behaviour or accomplishments.

APPENDIX 3

IDEAS FOR TEACHERS

Teachers have a responsibility to act on reports of bullying in a supportive school environment.

Some ideas are:

1. Act as a role model for students and set a good example by using conflict resolution techniques.
2. Be alert and observant during and between classes; bullying frequently occurs there. Punctuality at classes and other activities is potentially an important deterrent to bullying.
3. Be vigilant during playground supervision. Bullying is more likely to occur out of class.
4. Reinforce the anti-bullying policy by linking it with the curriculum wherever possible. Various subjects KLAS can include content, which relates to problems of abuse of power. Aspects of interpersonal behaviour such as prejudice, discrimination and violence can be examined; basic skills underlying the practice of positive social behaviour may be developed actively.

Ideas on how to deal with bullying incidents:

- **Take the incident seriously.**
- Take action as quickly as possible.
- Be seen to act - this is as important as taking action. Silence and secrecy help bullying to continue. However, when a report is made confidentially, deal with it very carefully to prevent the bullying becoming worse.
- Avoid making the bullied student feel inadequate or foolish. Listen sympathetically. Offer help and support.
- Refrain from using the word 'victim' - students become labelled.
- Remain calm - by reacting emotionally you may add to the bully's satisfaction and give the bully control of the situation.
- Be careful not to act aggressively towards the bully. Bullying is about power, and we need to avoid giving the message that bullying is OK if you have the power.
- In talking with the bully, it is recommended that the 'No Blame Approach' is used
- With the bully on his/her own, encourage consideration of the implications of his/her actions, and of the bullied student's point of view.

- Much bullying is done by groups, which are more difficult to handle. Each bully will probably need to be spoken to individually.
- The issue of retaliation should be addressed openly with all parties. Ensure that the bullied student knows they should inform the teacher immediately if the bullying continues or recurs after action is taken, either by the bully or friends of the bully.
- If possible, be seen to document the incident.
- Some form of counselling or discussion with the students involved should occur, and is much preferred, before sanctions are considered. Depending on the nature and seriousness of the bullying, changes in relationships between the students involved in bullying can often be effected without the use of intensive interrogation, blaming and punishment.
- Refer students to the Welfare Coordinator, the counsellors, the Deputy Principal and the Principal.

Afterwards:

- Note basic details on Student Records.
- Decide whether the bullying incident needs to be referred to another level. Serious or repeated incidents must be referred to the Deputy/ Welfare Coordinator.
- In order to resolve the situation, consequences determined by the Deputy/ Welfare Coordinator may include counselling, discussions with parents, removal from a specified area, writing an apology to the bullied student, suspension or exclusion.
- Consider whether the bullied student or the bully (or both) need counselling and/or extra skills, and recommend such action to the Counsellor.
- Ensure there are no repercussions for students who report abuse.
- Protect the bullied student from further abuse. Follow up to check that he/she is OK, and that the bullying has stopped.
- Follow-up may need to be done with the bully also.
- If a bully becomes a major problem, it may be useful to suggest a meeting with all his/her teachers, to gather information and to determine suitable strategies.

What can be done for the bully:

- Early intervention is important for the bully: early recognition and help may stop bullying at an early stage.

APPENDIX 4

SNACC Incident Report-Student Statement

SNACC
INCIDENT- STUDENT STATEMENT

NAME: Year: Date:
(PRINT)

Who is/are the other person(s) involved?
.....

Where did the incident happen?
.....

When did the incident happen?
.....

What has happened?
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Who are your witnesses?
.....

Do you know why the incident happened?
.....

What were your choices?
.....

What else could you have done?
.....

Action taken by staff:
.....

The above statement is an ACCURATE and TRUTHFUL statement of the relevant incident in ALL its details.
SIGNED:

Appendix 5

St. Narsai Assyrian Christian College

Follow Up Steps

Step 1

When the student informs an adult or teacher that they are being bullied then the Year Coordinator, PC Coordinator or the Welfare- DP Principal interviews all the relevant students involved and gets students to write statements with the details of what has been happening.

Notes:

Step 2

Mediation with all the students involved and the Year Coordinator (if available) along with the Pastoral Care Coordinator or the Welfare-Deputy Principal. The bullying students are given a verbal warning that this needs to end immediately, along with a lunch detention consequence for the student who is bullying others. The bullying students are given an opportunity to apologize to the victim/shake hands in order to move forward as respectful peers. parents are notified about the matter (depending on the severity of the bullying)

Notes:

Step 3

Year Coordinator checks in with the victim regularly throughout the week to ensure that they are no longer being bullied. If the victim states that it has not stopped then written statements will be taken from all relevant students again a second time. If it is

concluded that the bullying student/s have not stopped their bullying behaviours towards the student/s they will be issued with an afternoon detention and all parents are notified about the matter.

Notes:

Step 4

If the bullying occurs a third time they will be issued with a 2 day suspension (depending on the severity) by the Welfare-Deputy Principal.

Notes:

Bullying Policy

Teacher Interview schedule

Student Name:		
Student's Involved:		
Date Actioned:		
Edumate entry date:		
Actions need to be undertaken by the teacher and date	Checklist	Date
1. Speak to all students involved and ask every student involved to write a written statement		
Notes:		
2. Try to resolve the matter through a verbal mediation with the Year Coordinator (if they are available)		
Notes:		
3. Year Coordinator is to be notified so that they can check in regularly throughout the week, with the students to ensure that the bullying has stopped.		
Notes:		