



POLICY STATEMENT BULLYING, HARASSMENT, VIOLENCE AND CONFLICT PREVENTION

**Updated: 2020
Due for review: 2024**

Rationale

Every student at Nagle Catholic College has the right to learn, develop and flourish in an environment where they feel safe, valued and secure. Nagle Catholic College does not tolerate bullying, harassment, aggression or violence. Bullying in any form is unacceptable behaviour at Nagle Catholic College and staff, students and parents/guardians all share a joint responsibility to identify and address bullying behaviour. Respect for others is expected.

Definitions

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion.

- Repetitive
- Involves an imbalance of power
- May be verbal, physical, relational, psychological or electronic

There are some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- *Mutual conflict* 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
- *Social rejection* or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others

Bullying presents in many forms, including:

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| <ul style="list-style-type: none">• Name calling• Threatening verbally, or through body language• Deliberately ignoring or excluding• Using sexual innuendo and harassment• Writing graffiti about another• Disclosing another person's 'secrets'• Stalking• Telling lies about another• Hitting, punching, kicking, bumping• Teasing or mocking | <ul style="list-style-type: none">• Giving another person 'the eye', sending hurtful notes, text messages• Sending harassing or abusive emails or messages• Making silent or abusive phone calls• Spreading rumours• Offensive texts or social media posts or messages |
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| <ul style="list-style-type: none">• Interfering with the property of another• Repeatedly 'putting down' another | |
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Harassment is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended. Harassment can be seen as a particular form of bullying.

Sexual harassment is unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.

Discrimination including racial discrimination is treating people differently because of their identity.

Violence may be defined as an act of physical aggression where a person is intimidated, abused, threatened or assaulted, or where property is deliberately damaged by another person. It is distinguished from bullying in that it is usually a one-off extreme use of force resulting in injury or destruction. Unlike bullying and harassment, violence is not necessarily associated with an imbalance of power. It can occur between people of equal power. It implies extreme forcefulness, usually (but not always) of a physical kind.

Conflict involves a disagreement between two or more people where one or more individual's needs are not being met. Conflict, so defined, does not involve an abuse of power as the people involved are of equal powers. In such situations, conflict resolution strategies can be used to provide opportunities for personal growth.

Principles

- The College works to provide a safe and supportive environment
- The College owes a duty of care to its students
- As a Catholic school, the College provides a supportive environment which:
 - acts to prevent instances of bullying, harassment, aggression and violence
 - encourages socially appropriate behaviour using positive behaviour management and direct teaching of curriculum in areas such as interpersonal and self-management skills
 - promotes respect for self and others
 - develops physical, emotional well-being and resiliency
 - develops interpersonal skills and positive mental health
- Responding to bullying, harassment, aggression and violence requires quality leadership and role modelling to facilitate strategy implementation and sustained personal growth, together with a whole-school community approach that draws upon the College's Vision Statement, Pastoral Care Policy and that is consistent with Catholic Education Western Australia's Pastoral Care and Child Safe Framework
- Bullying, harassment, aggression and violence may occur outside of the school. When these behaviours impact on a student's learning and behaviour in school, Nagle Catholic College takes action to support the continued wellbeing of those involved. It falls within the school's duty of care to intervene when bullying or harassment of students or by students occurs when they travel to and from the College. We will also intervene when bullying or harassment occurs through the use of information communication technologies by members of our community out of school hours

- All bullying, harassment aggression and violence will be responded to. When bullying harassment, aggression and violence are ignored or overlooked, it serves to condone or reinforce the behaviour. Bystanders, (those who observe bullying) can encourage or assist those who bully simply by doing nothing
- All parties to incidents of bullying, harassment, aggression and violence are entitled to appropriate support

Procedures

A whole-school approach is employed to address issues associated with bullying, harassment, aggression and violence. Any incidence of bullying, harassment, aggression and violence is taken very seriously. The *Framework of Bullying Behaviours* (Appendix 1) in conjunction with the *Student Management Framework* (Appendix 2) is used to deal with these types of behaviours in a consistent and fair way.

- Students who engage in violence, in most instances, will be externally suspended as soon as statements about the conflict have been gathered. Students will be required to complete a reflection activity during suspension. Before they are permitted to resume classes, they will be required to attend a re-entry interview with a member of the Senior Leadership Team in the company of a parent/guardian. At the interview students will be required to discuss the College's *Code of Conduct* for students, acknowledge the inappropriateness of their behaviour and provide a reassurance that similar behaviour will not occur again. In the event of further acts of violence occurring or the student breaking the undertakings they have agreed to, the student's enrolment at the College may be in jeopardy
- When conflict, or aggressive behaviour which falls short of violence, occurs, the students involved will generally be withdrawn from classes to enable conflict resolution processes to be enacted. This may include circle discussions where a number of students are involved, or restorative conversations/conferences, depending upon the nature of the conflict and the people who need to be heard in order to acknowledge the wrongdoing, repair the harm and restore the relationship. Such conflict resolution strategies might be facilitated by the Deputy Principal – Students or the appropriate Director of Students
- At Nagle, dealing with bullying behaviours is underpinned by a focus on positive education and developing in students the skills and means of keeping safe from these behaviours

Prevention

Students are informed and educated of their role in the prevention of bullying through:

- Daily pastoral care via the Home Room and House system
- Weekly Pastoral Care Periods (PCPs)
- Health education
- Keeping Safe Child Protection program
- Interaction with local Police Youth Liaison Officers
- Awareness raising exercises in the curriculum
- PCPs on the impact of bullying and conflict resolution
- Responsible Use of ICT by Students Policy

Mechanisms that the College has in place to reduce the occurrence of bullying include:

- The appointment of Home Room teachers, Heads of House, Directors of Students and College Counsellors

- Encouraging staff to adopt classroom management techniques that discourage opportunities for bullying behaviours
- Professional development programs for staff

Intervention

To reduce the occurrence of bullying, interventions used at the College include:

- Small group and individual counselling of targets of bullying
- Counselling students who bully and encouragement for them to change their behaviour
- Active supervision of the yard and bus stop by staff
- All staff are required to make their disapproval of bullying evident in the way they respond to student behaviour. Direct intervention to deflect, stop or draw attention to the hurtfulness of student behaviour is appropriate. A passive response is not an option because when onlookers, particularly adults, ignore bullying behaviour, covert approval of bullying is conveyed. Where incidental intervention seems ineffective, or where systematic bullying is suspected, staff should refer their concerns to the bullied student's Director of Students, the Deputy Principal – Students, or the College Counsellors
- In responding to a referred instance of bullying, Director of Students, the Deputy Principal – Students, or the College Counsellors may employ Pika's Method of Shared Concern Approach or the Restorative Approach, depending upon the situation and the students involved. The rationale behind using the Pika's Method of Shared Concern Approach is as follows:
 - Bullying behaviour is commonly (though not always) undertaken by, or with the support of, a peer group
 - Approached in a non-accusatory manner, individual members of such groups will typically acknowledge the distress of the victim and agree to act to reduce that distress
 - A minority of targeted children have in the past acted provocatively and need to recognise their part in the ensuing conflict
 - Once some individual members of the group have begun to act constructively, the group can be brought together to plan how they will finally resolve the matter with the person they have targeted
 - An agreed resolution involving all concerned is likely to be sustainable

In employing Pika's Method of Shared Concern Approach, the following steps are used by the Director of Students, the Deputy Principal – Students, or the College Counsellors when responding to referred bullying:

Step one – Interview with the person being bullied

When the Director of Students, Deputy Principal – Students or College Counsellor/s finds out that bullying has occurred, they will start by talking to the target of the bullying about their feelings.

Step two – Convene a meeting with the people engaged in bullying

The intervening staff member arranges to meet with the person/group who have been involved. This might include some bystanders or colluders who joined in but did not initiate any bullying.

Step three – Explain the problem

The intervening staff member tells the person/group engaged in bullying about the way the bullied student is feeling. They may use a poem, a piece of writing or a drawing to emphasise the bullied student's distress. The details of the incidents are not dwelt upon nor is blame allocated to the person/group.

Step four – Share responsibility

The intervening staff member does not attribute blame but states that they know that the person/group is able to do something to resolve the bullied student's dilemma.

Step five – Ask the group for their ideas

The person/group is encouraged to suggest a way in which the bullied student could be helped to feel happier. The intervening staff member gives some positive responses but does not go on to extract a promise of improved behaviour.

Step six – Leave it up to them

The intervening staff member ends the meeting by passing over the responsibility to the person/group to solve the problem. They arrange to meet with the person/group within a week to see how things are going.

Step seven – Follow-up meeting

Within a week, the intervening staff member discusses with the person/group, including the bullied student, how things have been going. This allows the intervening staff member the opportunity to monitor the bullying and keeps the person/group involved in the process. This step should be repeated until the staff member is satisfied that the matter is well on the way to being resolved.

Step eight – On-going monitoring

At irregular intervals once resolution seems to have occurred, the intervening staff member checks progress has been maintained, and where appropriate, affirms the growth that the student/s have achieved.

Where students fail to respond to the Method of Shared Concern Approach or the Restorative Approach to behaviour change, the disciplinary process is invoked. In such instances, sanctions are likely to be imposed. Such sanctions might include:

- Lunchtime detention
- interview and behaviour contract
- Internal suspension
- External suspension
- And ultimately, exclusion

All of these responses require consultation with parents/guardians and would seek to enlist their support in helping the student engaged in bullying understand and modify the offensive behaviour.

In supporting students who are being bullied, the student should be encouraged to:

- Tell the person engaged in bullying behaviour to stop
- State quite clearly that the behaviour is unwelcome and offensive
- Stand up for themselves in a positive way and look confident when they respond to show they mean what they are saying

- Avoid the situation, walk away and stay away from the people/group or the place where it occurs
- Ignore the bullying completely and carry on with what they were doing. Use positive self-talk to help boost their confidence (eg I do not deserve to be treated like this. I am not the one with the problem.”)
- Seek help. Talk about the experience with someone who is trustworthy (eg close friend, College Counsellor, buddy)

Students who report witnessing instances of bullying are to be encouraged to adopt the role of ‘strong bystander’. They are to be encouraged to act upon the following suggestions:

- Intervene as soon as bullying occurs to someone else by telling the person engaged in bullying to stop. This is very powerful if the by-standing/onlooking student has influence with the student engaged in bullying
- Refuse to join in with the bullying. Bullies are seeking power. Being one of their pack or being an audience for them gives them power
- Support students who are being bullied – just standing by them can be enough, or, perhaps, walking away is a useful strategy to show that you do not wish to be involved in that behaviour
- Tell an adult that they are concerned about the bullying
- Accept responsibility for reporting bullying whether it happens to them or to someone else

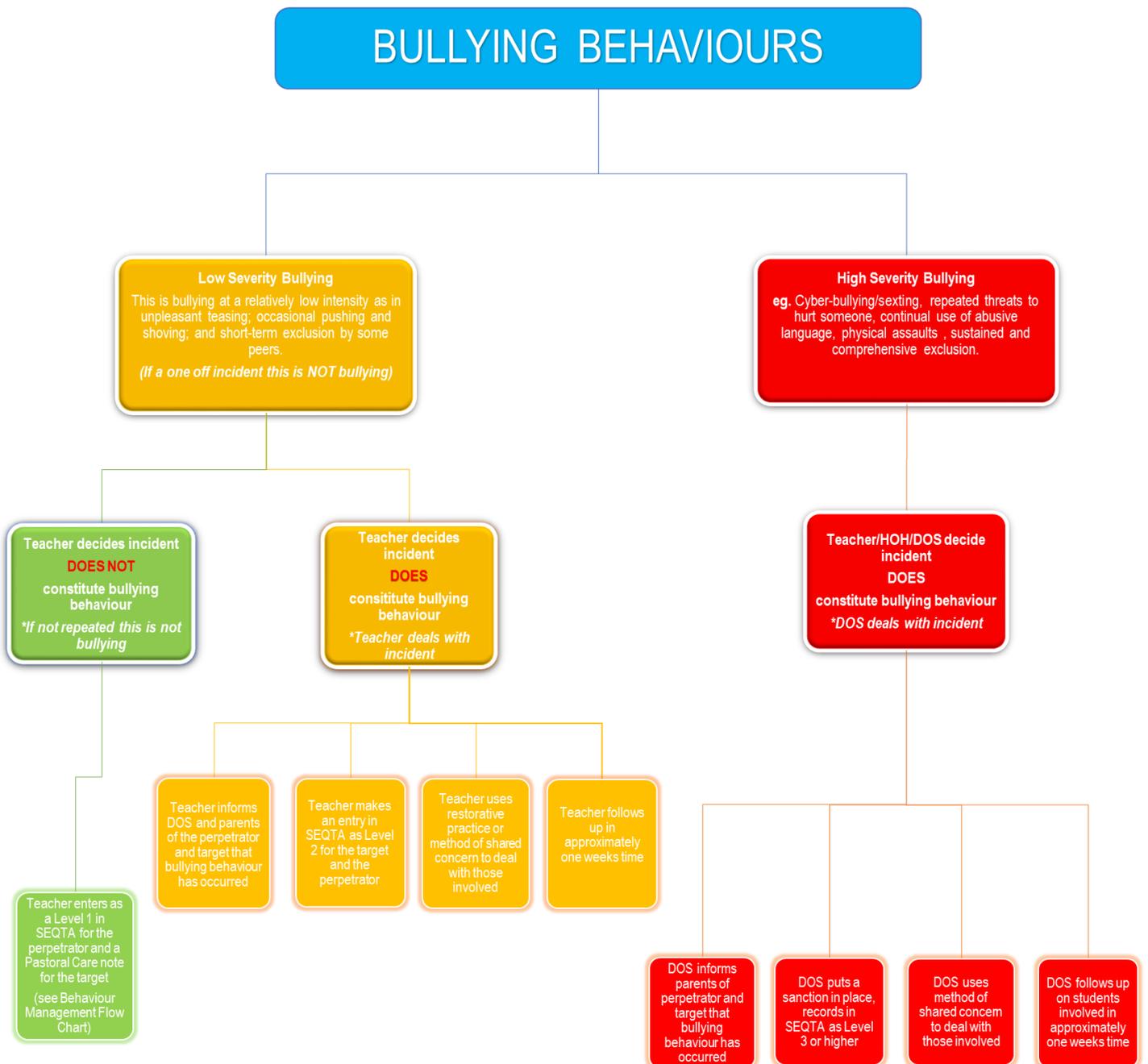
While the College’s response to cyber-bullying is the same as for other instances of bullying and harassment, specific advice is to be given to students about how to protect themselves from, and how to deal with, cyber-bullying, should they encounter it.

References

- Pikas, A (2002). New developments of the Shared Concern Method. *School Psychology International*, 23, 307–336
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Appendix 1: Bullying Behaviours Framework





Appendix 2: Student Management Framework

| LEVEL 1 Low Level Behaviours | | | |
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| Examples of Student Behaviour | Teacher Strategies | Teacher Expectations | Third Party Involvement |
| <p><u>Low level behaviours</u></p> <ul style="list-style-type: none"> • Interruptions to learning • Inattention • Failure to follow direct instructions • Calling out • Late to class (continuous) • Being in an unauthorised area • Moving around the classroom without permission • One off incidents with others (low level) that are <u>not</u> bullying | <p>Examples:</p> <ul style="list-style-type: none"> • Seating plan • Move student • Speak to student • Eye contact • Move close to student (proximity) • Move around the classroom • Contact parents/guardians • Warn student of future consequence if behaviour continues | <ul style="list-style-type: none"> • The student is counselled by the class teacher and strategies are put in place to improve the student behaviour in accordance with a restorative practice approach. Strategies may include a seating plan for the student, discussions with the student etc • Behaviour and actions recorded in SEQTA • Contact parents/guardians, if necessary | <ul style="list-style-type: none"> • Head of House (HOH) to monitor |
| LEVEL 2 Medium Level Behaviours | | | |
| Examples of Student Behaviour | Sanction | Teacher Expectations | Third Party Involvement |
| <p><u>Medium level behaviours or persistent low-level behaviours</u></p> <ul style="list-style-type: none"> • Continually disrupting others • Being argumentative • Leaving class without permission • Failure to follow instructions • Using bad language • Harassment/low level bullying of another student (context) • Uniform not meeting College standards • Chewing gum • Device misuse • Uniform infringement • Wearing unauthorised jewellery • Use of private electronic device • Wearing a backpack to class | <ul style="list-style-type: none"> • Rubbish pick up • Stay behind in class • Sent to “buddy” class • Write lines • Or similar after discussion with Head of Learning Area (HOLA) <p>1. Behaviour detention</p> <p>2. Automatic detention</p> | <ul style="list-style-type: none"> • Further counselling/action by the class teacher • Record actions and communications in SEQTA • Issue a detention or appropriate sanction. <u>Teacher must inform student directly of detention or sanction</u> • Contact parents/guardians, if necessary | <ul style="list-style-type: none"> • Discussions with HOLA – Classroom management strategies and ideas • Director of Students (DOS) to monitor and follow up with lunchtime detention. Class teacher to follow up by reading Student Reflection Form sent to all parties – parent/guardian, teacher and HOLA |



LEVEL 3 Escalated Behaviours

| Examples of Student Behaviour | Sanction | Teacher Expectations | Third Party Involvement |
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| <p><u>High level behaviours or persistent medium level behaviours</u></p> <ul style="list-style-type: none"> Repeated defiance of instructions Repeated disruption to the learning of others Obscene language Vilification of other students on the basis of race, gender etc Antagonising other students (context) Intimidating other students Turning up to College events despite being absent from school <p>Repeated behaviours</p> <ul style="list-style-type: none"> Being dishonest Humiliation of others (continued) Lying (repeated) Continued disrespect towards a member of staff Bullying (context) Aggression towards others, Throwing implements at others/around the room with the capacity to cause harm/target teacher Accidental vandalism (broken doors) Three uniform infringements in a term | <p>After school detention ½ day in-school suspension</p> | <ul style="list-style-type: none"> Student is withdrawn from class and sent to the Presentation Centre (PC) by the class teacher If behaviour occurs outside of class, student is taken to the PC and teacher reports behaviour to DOS and records in SEQTA Teacher emails PC Office to inform student is on their way and makes a report on SEQTA Student fills out the Classroom Misdemeanour Form (CMF) under the supervision of the DOS and remains in PC for remainder of the period Class teacher contacts parents/guardians Classroom teacher attends re-entry interview with DOS and student before student re-enters class | <ul style="list-style-type: none"> DOS fills in the incident report, lets HOLA know, counsels student and speaks to class teacher to negotiate the student's return to class. Student does not return to class until this is done Student is placed on after school detention by the DOS Parents/Guardians are informed by the DOS DOS continues to monitor student behaviour. Strategies developed for behaviour modification including consultation with HOLA/Counsellor and teacher. Possible Individual Care Plans/Behaviour Contracts drawn up Recorded on SEQTA |

ENTRIES IN SEQTA FOR LEVELS 4-6 TO BE MADE BY DOS AND EXECUTIVE

LEVEL 4 Major Incidents

| Examples of Student Behaviour | Sanction | Teacher Expectations | Third Party Involvement |
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| <ul style="list-style-type: none"> Truancy (not appearing in class) After three detentions in a term Stealing Repeated bullying Cheating in exams and plagiarism | <p>A minimum half day in-school suspension</p> | <ul style="list-style-type: none"> Teacher reports behaviour to HOH/DOS and records in SEQTA | <ul style="list-style-type: none"> Student is placed on a minimum of a half day in-school suspension by DOS Parents/Guardians are contacted by the DOS Recorded on SEQTA |

LEVEL 5 Severe Incidents



| Examples of Student Behaviour | Sanction | Teacher Expectations | Third Party Involvement |
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| <ul style="list-style-type: none"> • Vandalism • Leaving the College grounds • Swearing at others • Denigration of others • Interfering with others property • Damage to school equipment • Misuse of IT • Fighting • Verbal abuse of teacher • Drug use • Repeated plagiarism • Inappropriate social media comments about staff | A minimum of full day in-school suspension | <ul style="list-style-type: none"> • Teacher reports behaviour to HOH or DOS and records in SEQTA | <ul style="list-style-type: none"> • Student is placed on a minimum of a full day in-school suspension by the DOS • Parents/Guardians are contacted and asked to meet with the DOS • Recorded on SEQTA |

LEVEL 6 Critical Incidents

| Examples of Student Behaviour | Sanction | Teacher Expectations | Third Party Involvement |
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| <ul style="list-style-type: none"> • Serious vandalism • Swearing at a staff member • Stealing • Games resulting in significant risk to others • Substance abuse or distribution • Bringing weapons to school • Sexual activity/misconduct • Aggressive/antisocial behaviour-physical and verbal abuse • Serious misuse of IT that affects others • Repeated drug offences • Two in school suspensions within a ten week period – third upgraded (repeated Level 6 incident) • Two in school suspensions in a calendar year – third upgraded | A minimum of full day external suspension | <ul style="list-style-type: none"> • Teacher reports behaviour to HOH or DOS and records in SEQTA | <ul style="list-style-type: none"> • Discussion between DOS and Deputy Principal Students (DPS) • External agencies contacted eg Police, if necessary • Parental/Guardian interview with DPS • Student is placed on a minimum of a full day external suspension • Discussion with the Principal • Recorded in SEQTA • Student MUST attend a re-entry interview with DOS, DPS and parents/guardians |