



Edinburgh College

Bullying Prevention Policy

Document History

This policy is to be ratified by the College Council on Feb 2017

The life cycle of this policy is three years. It will be reviewed in 2020

Within our Christian Environment at Edinburgh College, we want to develop willing learners who are respectful, responsible and resilient, and who have a heart for service in their community.

Rationale

At Edinburgh College, we believe that all individuals have the right to receive respect from others, the right to learn or to teach, and the right to feel safe and secure in an Adventist college environment.

Aims

The aims of the Bullying Prevention Policy are to:

- Promote a college culture of anti-bullying and co-operation;
- Provide a safe and caring environment, and foster respect for others;
- Model non-bullying behaviour in discipline and interaction with others, and empower students to resolve incidents in a non-aggressive, non-violent manner;
- Create an environment which is conducive to learning;
- Promote and model Christian principles of respect and love for others;
- Teach students the skills which will build their self-esteem and empower them to take responsibility for themselves;
- Reinforce within the college community that no form of bullying is acceptable and empower staff with the skills to address bullying in an effective manner;
- Encourage everyone within the college community to be alert to signs and evidence of bullying, and have a responsibility to report it to staff;
- Ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator;
- Seek parental and peer-group support and cooperation at all times.

Definition of Bullying:

Bullying is when one or more people deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Bullying is when one or more of the following occurs repeatedly:

Physical bullying:

e.g.: hitting; kicking; punching; pushing; shoving; spitting; making rude gestures; taking or damaging property; forcing others to hand over food, money or something which belongs to them; making someone do something they do not want to.

Verbal:

e.g.: name calling; insults; mimicking; teasing; intimidation; threatening; making fun of someone because of their appearance, actions, physical characteristics or cultural/religious background; making homophobic, sexist or racist remarks.

Emotional:

e.g.: actions designed to harm someone's social reputation, social acceptance and/or cause humiliation; excluding or encouraging others to exclude someone from the activity or group; lying; spreading rumours about others; playing nasty jokes to embarrass and humiliate.

Cyberbullying:

- direct verbal or indirect bullying behaviours using digital technologies, including harassment via mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.
(Refer to the Behaviour/ICT Policy for further details.)

Responsibilities

The responsibilities of staff are to:

- Be familiar with the college's Bullying Prevention Policy and Procedures.
- Model appropriate behaviours at all times.
- Adopt positive classroom management strategies.
- Deal with all reported and observed incidences of bullying as set out in this policy.
- Embed the non-acceptance of bullying within the class and as part of the school ethos.
- Teach relevant strategies and procedures to both victims and bystanders.
- Ensure that children are supervised at all times and be obviously present when on duty.
- Seek professional third party advice and work alongside when required.

The responsibilities of children are to:

- Accept responsibility for their actions.
- Inform staff if they are being bullied or if they see someone else being bullied, both at school and on the way to and from school.
- Help someone who is being bullied.
- Refrain from bullying others.
- Give an honest account of incidents when requested.

The responsibilities of parents are to:

- Watch for signs that their child may be being bullied.
- Contact a staff member if their child is being bullied or they suspect that this is happening.
- Encourage their children to inform staff if they are being bullied.
- Report to a staff member any bullying they observe at school.

- Model appropriate behaviour when interacting with staff and other parents.

Implementation:

Bullying is addressed at the college by the following strategies:

Strategy	Action	Staff
The College Curriculum and Environment	<p>Students are encouraged to exhibit respectful behaviour towards one another as they gain knowledge about the character and example of Christ in Encounter lessons and school Chapel programs.</p> <p>The EC Bullying Prevention Seminar takes place in Term 1.</p> <p>The EC Friendly Schools and You Can Do It programs begins in Term 1.</p>	<p>Encounter teachers, College Chaplain</p> <p>Student Wellbeing Coordinator, College Counsellor</p>
PB4L Program	<p>Positive, respectful behaviour towards others are acknowledged and rewarded through the Student Acknowledgement System.</p> <p>Implementation of PB4L lesson plans takes place whereby positive ways of interacting with fellow students are modelled.</p>	<p>EC staff and Student Wellbeing Coordinator</p> <p>Teaching staff</p>
Staff PD	EC staff will participate in a school wide Professional Development program focused on bullying and harassment.	EC staff
Response to Bullying	<p><i>Bullying incidents are acted on in conjunction with the College's Discipline Policy</i></p> <p>Stage 1 - First Notification:</p> <p>Should a bullying incident occur, teaching staff are required to intervene and prevent any further</p>	<p>Teaching staff</p> <p>Teaching staff in collaboration with the Head of Primary</p>

	<p>offensive behaviour. If the offence is minor, the teacher is to record the incident on SEQTA and conduct a restorative conference between the students to resolve the matter.</p> <p>Should the incident be major, remain unresolved, or occur more than once, teaching staff are required to refer the incident immediately to the Head of Primary and/or Student Wellbeing Coordinator (SWC) and record the details onto SEQTA.</p> <p><u>Stage 2: Second Notification</u> The HOP/SWC will interview the victim away from the perpetrator and other students. The bully will also be interviewed along with any other key witnesses to the incident.</p> <p>If the victim is experiencing any distress, he or she will be offered support by the HOP/SWC, the School Chaplain and/or the School Counsellor to ensure his or her personal welfare is cared for. This may be ongoing if required.</p> <p>Should bullying be evident, the perpetrator will undergo a restorative conference with the HOP/SWC. The incident will be recorded onto SEQTA and an apology will be offered to the victim. The perpetrator is warned that further action will be taken should they retaliate to the incident.</p> <p>The parents of both the perpetrator and the victim will be contacted. They will be provided with the details of the incident and the appropriate actions taken.</p> <p>The victim will be offered an apology by the perpetrator and will be advised to notify staff immediately should the behaviour continue.</p>	<p>and/or Student Wellbeing Coordinator</p> <p>Head of Primary and/or Student Wellbeing Coordinator</p> <p>Head of Primary and/or Student Wellbeing Coordinator/ College Chaplain and College Counsellor</p> <p>Head of Primary and/or Student Wellbeing Coordinator</p> <p>Head of Primary and/or Student Wellbeing Coordinator and Parents</p> <p>Head of Primary and/or Student Wellbeing Coordinator</p>
--	--	--

	<p><u>Stage 3: Third Notification</u></p> <p>· Should the incident continue, the perpetrator will meet with the SWC and HOS and will be placed on a Focus Card whereby he or she will focus on developing positive, respectful relationships with all students and may be removed from the playground during recess and lunchtime if required. This will be recorded on SEQTA.</p> <p>The parents of both the victim and perpetrator will be notified.</p> <p>Further support will be offered to the victim by the School Counsellor.</p> <p>The perpetrator will meet regularly with the SWO to monitor behaviour and discuss strategies. They will be advised to meet with the school counsellor also.</p> <p><u>Stage 4: Forth Notification</u></p> <p>Should the perpetrator continue after a Focus Card has been issued, the discipline committee will convene and decide upon a possible suspension/expulsion option for the student to deregister in conjunction with the school council as outlined in the Behavioural Improvement Policy.</p> <p>A police report may be made if required.</p> <p>Should the incident not be resolved within school, the family of the student concerned may choose to follow the Appeal’s Process and follow the Procedural Fairness Policy.</p>	<p>SWO & HOS HOP & Principal</p> <p>SWO/HOS HOP & Principal</p> <p>School Counsellor SWO / School Councillor HOP & Principal</p> <p><u>The Discipline Committee</u> <i>Principal, HOP and/or HOS, Student Wellbeing Coordinator, and may include homeroom or classroom teachers and the School Chaplain</i></p> <p><u>College Council</u> <i>Chairperson, Principal Adventist Schools Victoria Educational Director Elected College Parents/Partners At the discretion of the Discipline Committee a support person(s) for the student/family may be invited to meet</i></p>
--	---	--

		<i>with the College Council</i>
--	--	---------------------------------

Review:

We will review the program with students at the beginning of each school year by:

- Reminding students and teachers of the policy.
- Including a copy of the policy on the College website.
- Reviewing classroom activities and programs on bullying.

This policy works in conjunction with the guidelines for the Parents with Complaints Policy, Child Safe Protection Policy and the Procedural Fairness Policy.

This policy is to be used in conjunction with the ICT and Academic Policy.