



PERSONAL PROTECTION AND RESPECT POLICY

PREAMBLE

This policy finds its foundation in the value: Love of Christ and Neighbour. Benedictine life, like that of all Christians, is first and foremost a response to God's astonishing love for humankind. It calls for humankind to share this immense love with one another. This love demands that all members of the College community be treated with dignity and respect.

The prevention of and responses to incidences of bullying, inappropriate use of technology and disrespectful behaviour in schools is more readily achieved in a caring and supportive school culture that promotes positive relationships and reflects Gospel values.

All members of the College are committed to creating a safe and positive environment, which promotes personal growth and positive self-esteem for all.

Those who exhibit bullying behaviour are given the opportunity to change their behaviour and are encouraged to choose more acceptable and respectful ways of behaving.

DEFINITIONS

The National Safe Schools Framework (2011) defines bullying as 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.

Conflict between equals or single incidents are not defined as bullying. Such incidents may require intervention by the College.

Cyberbullying involves the use of any information and communication technology involving deliberate, isolated or repeatedly hostile behaviour by an individual or group that is intended to harm others or is undertaken recklessly, without concern for its impact on others. By virtue of its nature, technology facilitates repeated access to harmful content.

Someone is bullying another person when they repeatedly:

- Verbally abuse a person or group by calling them unpleasant names, by writing them nasty notes and/or messages (eg in books, on paper, SMS, social media platforms, graffiti) or by using unpleasant gestures.
- Physically harm a person or group or physically intimidate them by threatening physical harm or by destroying/taking their belongings without permission.
- Encourage their friends or people they know to verbally or physically threaten a person or group; or ask them to harass, embarrass, ignore or exclude that person or group from activities.

St Patrick's College does not tolerate bullying or harassment in any form. Therefore, the College will:



- Ensure that all members of the College community, students, parents/carers and teachers are aware that they are required to report occurrences of bullying behaviour.
- Implement anti-bullying initiatives and procedures.
- Inform and make available to students, staff and parent/carers copies of the student personal protection and responsible use of technology procedures.
- Provide education to students, staff and parent/carers about anti-bullying strategies and the responsible use of technology.
- Implement a sequential management plan for minimising bullying and cyberbullying, involving graduated sanctions and appropriate support for all students involved in bullying situations.
- Provide documented advice for students, staff and parent/carers on ways to report bullying and cyberbullying to the College executive.
- Investigate complaints of bullying and cyberbullying in a manner that respects the dignity and privacy of those involved.
- Notify parent/carers of bullying incidents that involve their children.
- Notify the Police Youth Liaison Officer if the bullying situation has involved violence, threat of harm or alleged criminal conduct.
- Notify NSW Community Services/and or Police when an incident involving manufacturing, possessing or distribution of child pornography has occurred.
- Maintain records of bullying incidents and related interventions.
- Regularly review and evaluate student anti-bullying and responsible use of technology procedures to ensure they are contemporary and sustainable.

GUIDELINES FOR ADDRESSING BULLYING

The College will address all bullying acts in a serious manner. Those who carry out bullying will be given every opportunity to change their behaviour and reflect on the consequences of their actions on others and choose more acceptable ways of behaving. Everyone in the College will play a part in reducing and preventing bullying.

STAFF RESPONSIBILITIES

Staff of St Patrick's College should endeavour to:

- Model positive relationships in their day to day dealings with members of the school and model respectful ways of resolving disputes.
- Positively reinforce students for behaving in an appropriate and respectful manner.
- Be knowledgeable about and educate students about the nature, causes and consequences of bullying and the procedures that have been set in place to address bullying episodes in this school.
- Respond immediately, decisively and consistently to cases of bullying brought to their attention by students, parents and/or colleagues.
- Respond to early signs of distress in students. These early signs can include an unusual lack of concentration or inappropriate behaviours such as aggressive behaviour outbursts and poor class or school attendance and seek advice and support from colleagues when unsure as to how to respond to and address specific bullying incidents.
- Encourage students to report situations of bullying by listening carefully and avoiding giving judgements when reports are made, and remaining calm and understanding of the student's/parent's/colleague's concern.



STUDENT RESPONSIBILITIES

A strong anti-bullying stance by students contributes in a major way to making the school a safe place. For this reason our College expects all students to:

- Contribute to a safe learning environment by being respectful of others.
- Positively interact with members of the College community in their day to day dealings and resolve disputes in pro-social ways.
- Be knowledgeable about the nature, causes and consequences of bullying, strategies for preventing and addressing bullying, and the procedures that have been set in place to address bullying episodes in this College.
- Be aware that bullies rely on other people not to do or say anything to anyone about their behaviour towards others so it is important to address bullying by offering to help the victim of the bully, or being vocal or ignoring bullies to show disapproval of bullying, and reporting bullying incidents to teachers.
- Watch for early signs of distress in other students such as temper outbursts cutting school/class or crying without apparent reason and seek support and advice to help them.
- Reporting all bullying incidents to a trusted adult so that all incidents of bullying can be addressed seriously.

PARENT ASSISTANCE

Bullying can best be dealt with a community approach. This is why our College encourages parents to:

- Be knowledgeable about the nature, causes and consequences of bullying and the procedures that have been set in place to address bullying episodes in this school.
- Encourage children to interact positively with other people in their day to day dealings and enact pro-social ways of resolving disputes.
- Inform their children about effective strategies for dealing with bullying (eg the need to inform a teacher and seek assistance if they are experiencing bullying at school, the importance of not responding aggressively to bullies as this can serve to intensify aggression).
- Watch for warning signs such as physical injuries, such as bruises; repeatedly losing possessions; reluctance to go to school or talk about school; altered sleep patterns; mood swings; changes in personality; few if any friends; lack of interest in life or unexplained health problems.
- Contact their child's Year Coordinator as early as possible if they suspect their child is being bullied or is bullying other children.
- Allow the school to investigate and manage the situation and be aware it is not appropriate for parents to approach alleged bullies or victims.
- Discuss bullying incidents with the College (Year Coordinator or Assistant Principal Students) to discuss the strategies the College is using to address a specific bullying incident.
- Parents should always feel free to contact the College Principal if they feel the situation has not been resolved.



DEALING WITH BULLYING AT ST PATRICK'S COLLEGE

Procedures

Step 1: Students:
Report allegation of bullying.
Tell a teacher – they can do the most about it.
Teacher completes Student Incident Report (Appendix 1).
Completed form passed onto Year Coordinator.

Once an issue has been reported to a teacher, then the teacher must respond by completing a Student Incident Report (Appendix 1) and passing this information onto the Year Coordinator.

Step 2: The Year Coordinator will then meet with the student to discuss the matter and complete an Interview Record Form (Appendix 2).
The student will complete a Student Incident Record Form (Appendix 2A).

Once this interview has been conducted, the Year Coordinator will then determine if it is a case of bullying. If it is deemed so, then the next step will be to complete the Allegation of Bullying Form (Appendix 3) which will be a record of the incident being reported.

The Year Coordinator will inform the parents.

Step 3: The Year Coordinator will then interview the student believed to be responsible for the bullying behaviour and a record of this interview will be kept using an Interview Record Form (Appendix 2).
The student will complete a Student Incident Record Form (Appendix 2A).

The student responsible for the bullying behaviour may then, depending on the incident, complete a Bullying Reflection Sheet (Appendix 4).

The Year Coordinator is to discuss the issue with both the target and the bully. The focus is on restoring the relationship by focusing on specific behaviours, in regard to who was affected and how they were affected.

Year Coordinator to inform the parents of all the students involved and the Assistant Principal Students of the situation.

Consequences could include:

- Detention and mediation.
- Completion of Bullying Reflection Sheet (Appendix 4).

Assumption: Every student has a right to have her inappropriate behaviour pointed out to them and a right to be heard and an opportunity to correct their behaviour.



Step 4: Year Coordinator to follow up and monitor the situation – set review date.
Follow-up interview.

Action:

Either no further action; or

Expression of concern with the student that she has not maintained her commitment in assisting the targeted student as she said she would.

Refer to Year Coordinator and the Assistant Principal Students.

Clarify expectations, and give the student a further opportunity to demonstrate goodwill.

Provide ongoing support for the targeted student.

Consequences could include:

- Further interview – matter resolved.
- Behavioural contract/monitoring of student.
- Interview with parents.
- Counselling/referral.
- Monitoring of student.

Step 5: If no change in bullying behaviour and issues are continuing:

- Parental Interview with Principal and/or Assistant Principal Students.

Consequences could include:

- Suspension.
- Review of enrolment.

At any point throughout the process, parents may contact the Principal to discuss their concerns.



STEP 1

Allegation of bullying made by **student** to teacher
Incident form completed by teacher (Appendix 1)
Completed form passed onto Year Coordinator
Assistant Principal Students informed of allegation



STEP 2

Year Coordinator meets with student
Student Interview Record Forms completed (Appendices 2/2A)
If the concern is determined to be bullying, then Year Coordinator moves to STEP 3
If not deemed bullying, then Year Coordinator to work with student to resolve the issue
Year Coordinator informs parents
If deemed to be of a serious nature, Year Coordinator to inform AP Students



STEP 3

Year Coordinator interviews the student involved in the bullying behaviour
Completes the Allegation of Bullying Form (Appendix 3)
Copy placed in the student/s file
Year Coordinator informs the parents
Year Coordinator informs the AP Students
Consequences can include - Detention and Mediation
Reflection Sheet (Appendix 4)



STEP 4

Year Coordinator to follow up/monitor the situation
Set review date and follow up interview
if issue is resolved - no further action
If issue not resolved - Year Coordinator to refer to AP Students
Parent contact made by AP Students
Consequences can include - Further interview with AP Students
Behaviour contract / monitoring of student
Counselling referral
Suspension



STEP 5

If no change in the bullying behaviour and issues are continuing
Parent interview with Principal and/or AP Students
Consequences can include - Review of enrolment by Principal



STEP 1

Allegation of bullying made by **parent** to staff member
Incident form completed by staff member (Appendix 1)
Completed form passed onto Year Coordinator
Assistant Principal Students informed of allegation



STEP 2

Year Coordinator meets with student
Student Interview Record Forms completed (Appendices 2/2A)
If the concern is determined to be bullying, then the Year Coordinator moves to STEP 3
If not deemed bullying, then Year Coordinator to work with student to resolve the issue
Year Coordinator informs parents
If deemed to be of a serious nature, Year Coordinator to inform AP Students



STEP 3

Year Coordinator interviews the student involved in the bullying behaviour
Completes the Allegation of Bullying Form (Appendix 3)
Copy placed in the student/s file
Year Coordinator informs the parents
Year Coordinator informs the AP Students
Consequences can include - Detention and Mediation
Reflection Sheet (Appendix 4)



STEP 4

Year Coordinator to follow up/monitor the situation
Set review date and follow up interview
if issue is resolved - no further action
If issue not resolved - Year Coordinator to refer to AP Students
Parent contact made by AP Students
Consequences can include - Further interview with AP Students
Behaviour contract / monitoring of student
Counselling referral
Suspension



STEP 5

If no change in the bullying behaviour and issues are continuing
Parent interview with Principal and/or AP Students
Consequences can include - Review of enrolment by Principal



STEP 1

Allegation of bullying reported to a **staff** member
Incident form completed by staff member (Appendix 1)
Completed form passed onto Year Coordinator
Assistant Principal Students informed of allegation



STEP 2

Year Coordinator meets with student
Student Interview Record Forms completed (Appendices 2/2A)
If the concern is determined to be bullying, then the Year Coordinator moves to STEP 3
If not deemed bullying, then Year Coordinator to work with student to resolve the issue
Year Coordinator informs parents
If deemed to be of a serious nature, Year Coordinator to inform AP Students



STEP 3

Year Coordinator interviews the student involved in the bullying behaviour
Completes the Allegation of Bullying Form (Appendix 3)
Copy placed in the student/s file
Year Coordinator informs the parents
Year Coordinator informs the AP Students
Consequences can include - Detention and Mediation
Reflection Sheet (Appendix 4)



STEP 4

Year Coordinator to follow up/monitor the situation
Set review date and follow up interview
if issue is resolved - no further action
If issue not resolved - Year Coordinator to refer to AP Students
Parent contact made by AP Students
Consequences can include - Further interview with AP Students
Behaviour contract / monitoring of student
Counselling referral
Suspension



STEP 5

If no change in the bullying behaviour and issues are continuing
Parent interview with Principal and/or AP Students
Consequences can include - Review of enrolment by Principal



Have there been any other incidents?

Yes

No

If yes, how long have things been this way?

Give details of any other incidents:

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What appears to be the most important contributing factor/s?

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Who has been notified about the problem?

What was the outcome?

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Have strategies been tried before and, if so, what were they?

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Details of suggested new strategies:

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Confirmation that the incident meets the criteria for bullying:

Yes

No

▪ If YES, continue and refer to the Personal Protection and Respect Policy for further actions.

▪ If NO, sign off the report and file: Sign off:..... Date:.....

1. Review date (1 week later):..... Year Coordinator signature:.....

2. Review date (2 weeks later):..... Year Coordinator signature:.....

3. Further review date/s (if needed):.....

Comments:.....

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What were you feeling?

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What was happening around you?

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Next time you are thinking and feeling this way, what can you do to act in a more positive way?

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What do you think will be the result of doing things in a positive way?

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Student signature:.....