



Bullying Response Policy

Rationale

Red Rock Christian College's core vision is to support and empower young people to influence their world with integrity. The College is a community of people: children, young people, adults - students, staff and parents who share in this vision. This vision is embodied in the culture of our school, and the success of our vision is largely determined by the quality of the relationships amongst those in the community.

When harmful behaviour or conflict occurs resolution and/or restoration is necessary and possible when we as a community are committed to the reparation process and when our response to behaviour is consistent, transparent, fair, safe and provides an opportunity to develop a shared understanding of the issues. When harmful behaviour or conflict occurs, we emphasise the need to repair the damage caused, to restore trust and dignity to the relationship and to place value on all parties.

Red Rock's approach to behaviour response is firstly based on the high-value God places on each person and the understanding that we are all in the process of growth and transformation. It is educative, restorative and promotes relationship and eschews intimidation, fear or overt uses of authority. The relationship reparation practices we use to resolve disputes or respond to harmful behaviour encourages people to rethink, to learn, to appreciate, to understand, value and respect others.

Purpose

It is important that this policy is read in conjunction with our Behaviour Response Policy and the detailed Behaviour Response Support Document. Our response to all harmful behaviour is to teach student to acknowledge the harm they have caused, take responsibility for their behaviour and to set about repairing the harm caused. We expect that students are learning to build healthy relationships and to deal effectively and positively with conflict as it arises. We believe that by building a culture of honour across the school, bullying is less likely occur.

The purpose of this policy is to define bullying and how it differs from other harmful behaviour and the process of responding to bullying.

WHAT IS BULLYING?

It is important if we are going to respond effectively to bullying that we all parents, student and teachers understand what bullying is and is not.



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Definition From www.humanrights.gov.au

“Bullying is when people **repeatedly** and **intentionally** use words or actions against someone or a group of people to cause distress and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel helpless or less powerful.

Bullying is not the same as conflict between people (like having a fight) or disliking someone, even though people might bully each other because of conflict or dislike.

For behaviour to be classified as bullying, three factors need to be in place. There must be an imbalance of power, the behaviour must be chronic, and the bully must be carrying out the behaviour intentionally.

WHAT BULLYING MAY LOOK LIKE

- Intentionally hitting, punching, jostling, pushing or spitting
- Threats
- Hiding, damaging or destroying property
- Using offensive names or abusive language
- Inappropriate suggestive comments, touching or grabbing
- Making insulting comments about another’s culture, gender, religious or social background
- Putting a person down about his or her body, abilities or achievements
- Writing graffiti about others, including writing crude notes or making crude drawings
- Insulting or spreading rumours about people or their families
- Deliberate exclusion in order to hurt, frighten, embarrass or humiliate (online or offline)
- Offensive gestures, sounds or sarcastic laughter
- Misrepresenting someone (i.e. using their Facebook account to post messages as if it were them.
- Intentionally stalking someone
- Bullying can occur in person, in writing – letters, texts, digital messaging

Bullying can happen anywhere. It can be in schools, at home, in online spaces via text messaging or via email. It can be physical, verbal, emotional, and it also includes messages, public statements and behaviour online intended to cause distress or harm (also known as cyberbullying).

No matter what form bullying takes, the results can be the same: severe distress and pain for the person being bullied.

Types of bullying

(source: [National Safe Schools Framework](#))



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Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching, kicking or verbal actions such as name-calling and insulting.

Covert bullying (sometimes referred to as indirect bullying) is less direct, but is just as painful. It means bullying which isn't easily seen by others and is conducted out of sight, such as excluding people from groups or spreading lies or rumours.

Cyberbullying occurs through the use of information or communication technologies such as instant Messaging, or chat, text messages, email and social networking sites or forums. It has many similarities with offline bullying, but it can also be anonymous. It can reach a wide audience, and sent or uploaded material can be difficult to remove. Most people who cyberbully also bully offline.

WHAT BULLYING IS NOT

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

- Mutual conflict where there is an argument or disagreement between students. Both parties are upset but both want a resolution to the problem
- Social rejection or dislike that is not directed towards someone specific and doesn't involve deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- Single episodes of meanness, or random acts of aggression or intimidation
If a student is verbally abused or pushed on one occasion they are not being bullied. However, since the school has a duty of care to provide a student with a safe and supportive school environment, single episodes of nastiness or physical aggression will not be condoned and our behaviour response steps will be followed.

PROCEDURE FOR DEALING WITH BULLYING

What the student can do:

- Try ignoring it.
- Firmly tell the person to stop.
- Let the person or group know that you will take it further if they don't stop.
- Talk to an older student.
- Tell your parents
- Tell your class teacher
- Discourage others from using bullying tactics



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What the teacher will do to help prevent bullying:

- Throughout the year teach students strategies for dealing with bullying.
- Teach restorative practice, helping students to recognise harmful behaviour and to speak up when they see it occurring.
- Reinforce and teach Biblical principles to build positive relationships
- Be an excellent role model
- Be observant of signs of bullying and, if observed, take appropriate action minimising further risk to the victim

What the school will do to determine that bullying is taking place:

- The teacher will consult with the student that has allegedly been bullied to reassure and find out more details.
- The teacher will consult with the alleged bullies and may speak with other students
- The teacher may consult with other staff to clarify past experiences.

What the school will do when bullying has been identified:

LEVEL 2 of our Behaviour Response Document

Any reports of harassment will be dealt with initially by the classroom/subject teacher or (this may involve consultation with the deputy principal or principal).

- Offending child/children will be given opportunity to acknowledge bullying behaviour and to formally apologize.
- Staff will counsel child to try to understand reason behind bullying behaviour and assist the child to develop appropriate behaviour.
- Initially a letter will be sent home informing parents that their child has been bullying and the consequences
- Parents of the child being bullied will be notified and informed of the action taken by the college.
- Consequences will depend on the nature and severity of the offence.
- A report of the incident will be forwarded to the principal



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LEVEL 3 to Level 5 incidents will follow our Behaviour Response Steps

At all these levels the Deputy Principal and or Principal will be involved in meeting with parents of both the student doing the bullying and the parents of the student being bullied.

The consequences will reflect the level of the incident and will take into consideration all other attempts to bring about change in the behaviour and attitude of the student bullying.

Throughout the process, and if and when the student engaging in bullying is returned to the class, the wellbeing of the student being bullied is paramount. They will have opportunity to meet with the HOW and their contact with the person they have been bullied by will be managed until such time as they feel safe.

Consequences will be consistent with the school's behaviour response policy and may include:

- behaviour contracts which include regular meetings with parents
- restrictions in access to certain areas or activities of the school
- close monitoring
- suspension
- expulsion
- Under no circumstances is corporal punishment to be used

Relevant Documents

3.1 Behaviour Response Policy

Behaviour Response: A Culture of Honour Document