



ANTI-BULLYING GUIDELINES

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Date for Review	Three years time

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1. Introduction

As a Christian school PLC Sydney values the dignity and diversity of all individuals. This is reflected in the 'Respect for Others' statement to be found in every classroom and in the Student Handbook. The College is committed to providing a safe, supportive and positive environment for students, staff and all other members of the school community.

Bullying in a girls' school often takes the form of relational aggression. This type of behaviour involves the intentional harm inflicted through the manipulation and destruction of peer relationships. This negative use of power to hurt or make another feel bad about herself is behaviour that is contrary to the expectations of the 'Respect for Others' principles.

The management of bullying issues, should they arise at PLC Sydney, will be within the framework of the **Student Discipline Policy**. In that Policy **Section 4.2** outlines the *Rights and Responsibilities of Students* and makes particular reference to the right of all students "to be free from harassment and bullying" and the responsibility of all students "to refrain from harassing, intimidating or bullying others".

Bullying will not be tolerated at PLC Sydney.

2. Definition

Bullying involves **repeated** acts that aim to dominate or cause hurt, fear or embarrassment in another person.

Bullying is generally deliberate and planned, but can also be a result of thoughtlessness.

Bullying can be perpetrated by an individual or by groups.

Bullying is **not** one-off acts of aggression or nastiness, such behaviours if repeated, however, may be viewed as bullying.

3. Forms of Bullying

Bullying may take many forms; it may include but not be limited to:

E-bullying	the use of information, communication and imaging technologies such as email, mobile phone and text messages, instant messaging, and social networking sites to perform deliberate, repeated and hostile behaviour by an individual or a group that is intended to harm others
Exclusion bullying	includes the deliberate isolation (both explicit and implicit) of an individual student from her peer group
Extortion bullying	the use of force or intimidation to obtain money, food or personal belongings from other students; harassing others to do tasks eg buying lunch, carrying materials
Non-verbal bullying	includes making gestures, such as 'dirty looks', to intimidate or to embarrass
Physical bullying	pushing or shoving (where hurt is intended), kicking, pinching, invasion of personal space, the destruction of property, tripping, punching, tearing clothes, standing over someone, pushing books from someone's hands, throwing objects at someone
Verbal bullying	any comment of an offensive nature that refers to ability, race, religion, gender, or sexuality; including name-calling, offensive language, spreading of rumours, mocking, imitating, teasing, abusive phone calls, laughing at someone's mistakes, using unwelcome nicknames

The behaviours outlined above are unacceptable at PLC Sydney and will be managed in accordance with these Guidelines and those of the **Student Discipline Policy**.

4. Purpose of the Guidelines

Overview

- Students, staff and parents can expect:
 - that all members of the PLC community will be safe at school, free from bullying and intimidation
 - to know what is required of them and others in relation to the Anti-Bullying Guidelines
 - that everyone involved will be provided with appropriate assistance should bullying occur

- Students, staff and parents have a responsibility to:
 - promote positive relationships that respect and accept individual differences
 - support the College's Anti-Bullying Guidelines
 - actively work together to resolve incidents of bullying behaviour

Specific responsibilities

- Students are expected to:
 - behave appropriately with respect and acceptance of others
 - respond to incidents of bullying according to the Anti-Bullying Guidelines

- Students can expect to:
 - know that staff will respond to their concerns
 - be provided with appropriate support
 - be involved with learning experiences that address issues such as building positive relationships, personal safety, harassment and discrimination

- Parents are expected to:
 - assist their daughters in understanding bullying behaviour and its consequences
 - support their daughters in developing positive responses to incidents of bullying consistent with the Anti-Bullying Guidelines

- Teachers have a responsibility to:
 - listen and be open to talking to students who seek help with any problems that may arise through bullying
 - respond in an appropriate and timely manner to incidents of bullying and according to the Anti-Bullying Guidelines

- PLC Sydney has a responsibility to:
 - provide learning experiences which promote a safe, positive and supportive environment
 - ensure the Anti-Bullying Guidelines clearly identifies the behaviours that are unacceptable, strategies that may be used for dealing with bullying and consequences of inappropriate behaviour
 - inform students, parents and staff about College expectations of behaviour as outlined in the student **Handbook** and about the Anti-Bullying Guidelines
 - respond to reports of bullying, harassment, intimidation and victimisation
 - provide students with positive strategies for responding to incidents of bullying including the responsibilities of targets, perpetrators and bystanders
 - ensure all teachers receive on-going training as specified in the Anti-Bullying Guidelines

5. Effects of Bullying

Both those who are bullied and those who bully are negatively affected by bullying behaviours. Continual bullying can have serious short-term and sometimes long-term effects on the wellbeing of those involved.

For those who are bullied effects can include:

- constant fear
- reluctance to attend school
- anxiety attacks and nightmares
- loneliness and isolation; low self-esteem
- stress, depression and unhappiness
- poor concentration
- school work suffering, grades slipping
- anti-social behaviour
- difficulties forming satisfactory interpersonal relationships
- self-harm, suicide

For those who bully:

Short-term effects can include:

- those who bully others are sometimes viewed positively by their peers, particularly in primary school years; however, it is more likely that people will fear them and those who have been hurt by them will have very strong negative feelings towards them. Consequently, as secondary school begins those who bully others end up having no real friends.
- those who bully have trouble maintaining close friendships and get a reputation for being mean, which with girls in particular can be long lasting
- not doing well in school, having problems with teachers
- feeling bad about themselves for doing the wrong thing

Long-term effects can include:

- a high proportion achieving little success in school
- less likelihood of completing post-secondary education
- a tendency to perform below their potential throughout their careers
- less likelihood of forming healthy relationships
- are four times more likely than others to be convicted for anti-social offences

6. Management

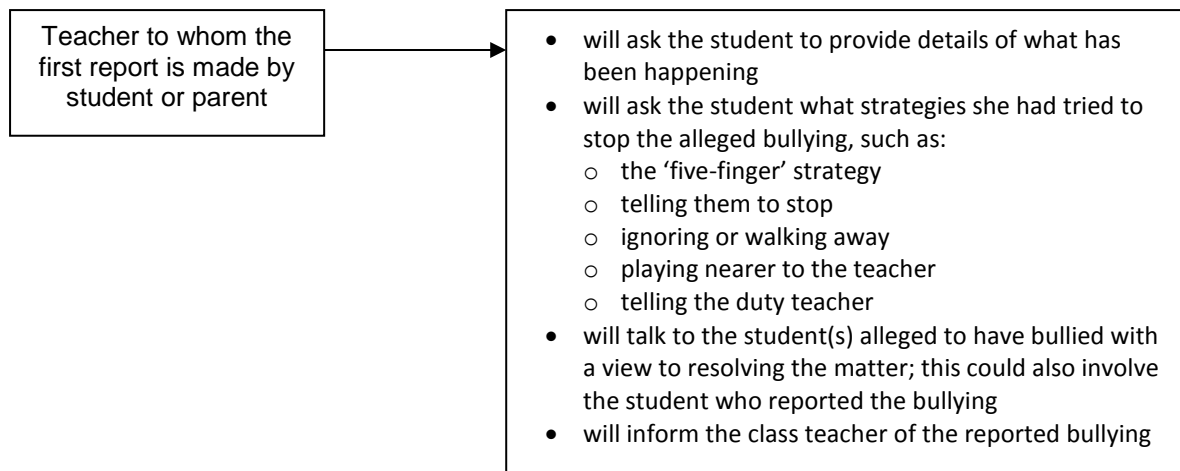
There are various strategies used to manage bullying behaviour at PLC Sydney. All identifiable reports of bullying will be taken seriously and responded to using these Guidelines. The most appropriate intervention is determined by the developmental stage of the student(s) and the circumstances involved in the specific situation.

There are also various levels of response which are determined by the seriousness of the bullying behaviour.

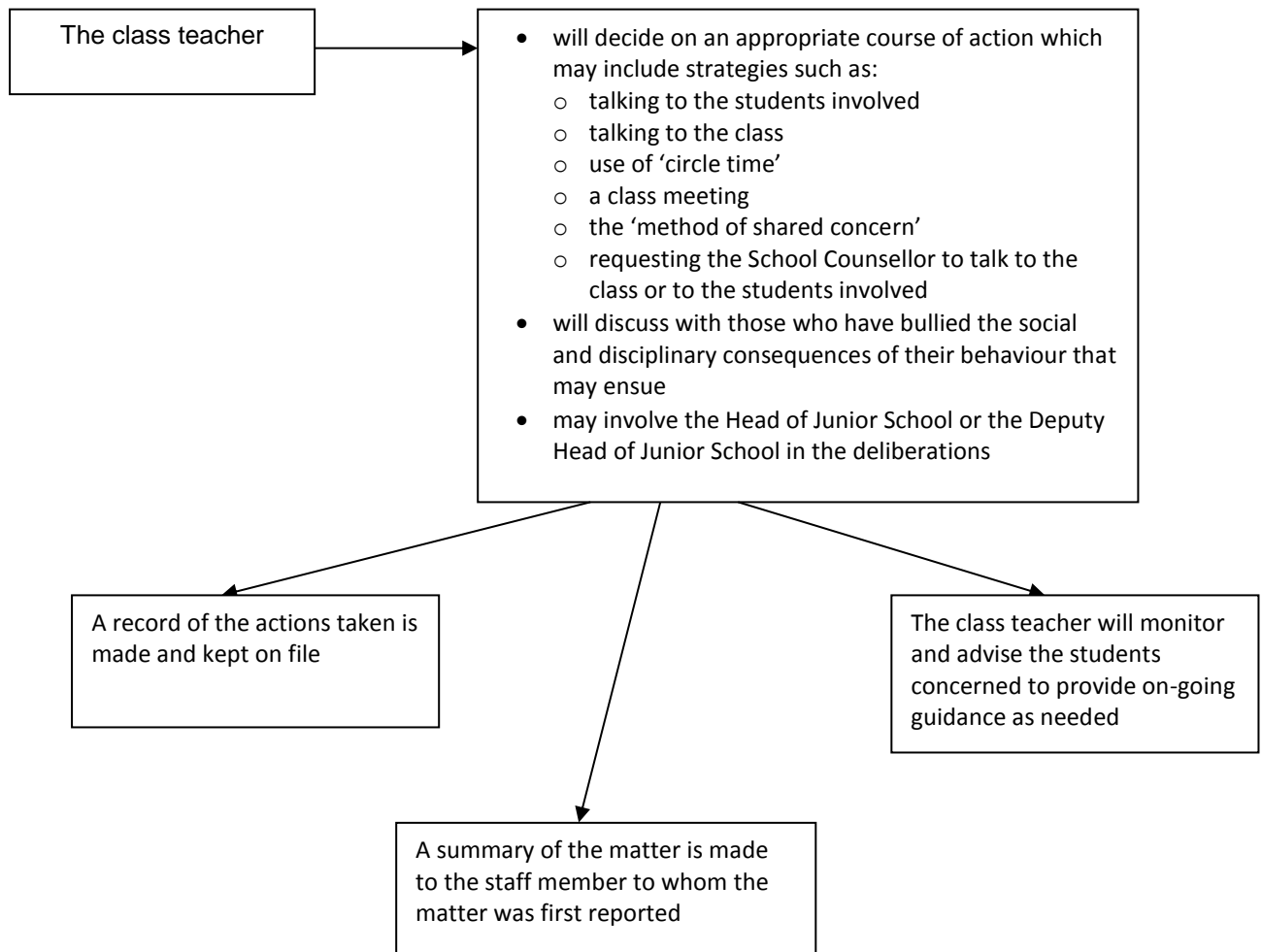
6.1 Junior School

Students may report their concerns to any member of staff. The staff member will listen and reassure the student that the concerns will be taken seriously. All students will be given the opportunity to describe and explain their own behaviours.

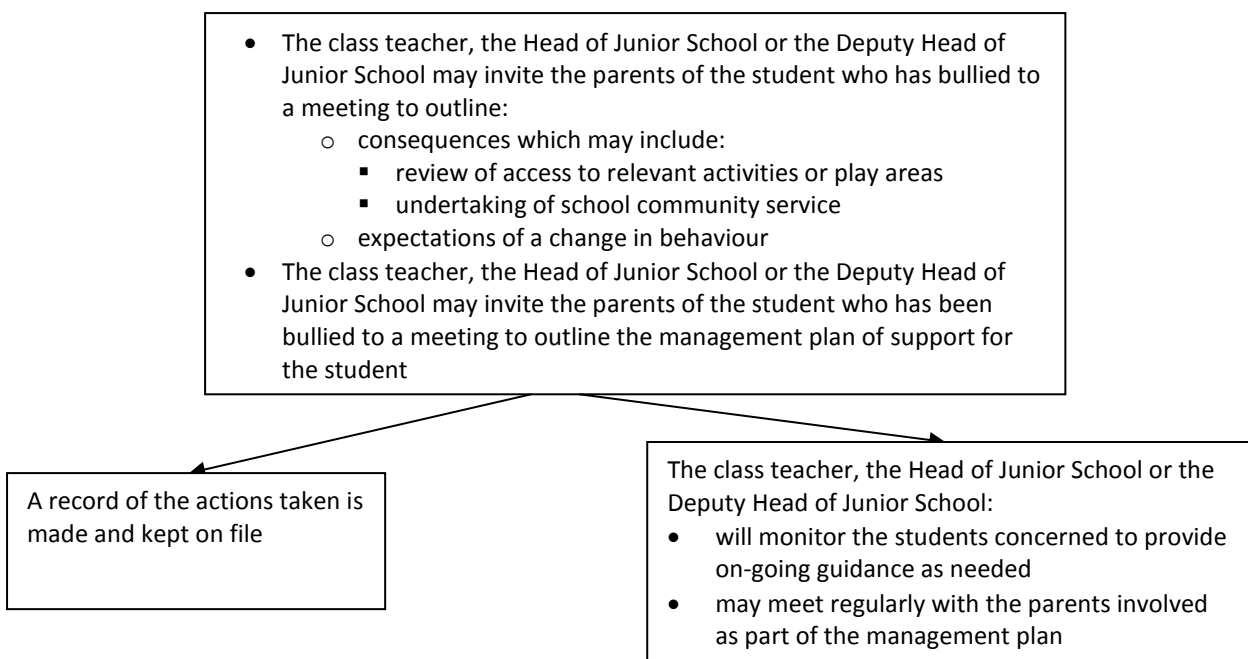
Level 1 – First report of bullying behaviour



Continued response to first report of bullying behaviour



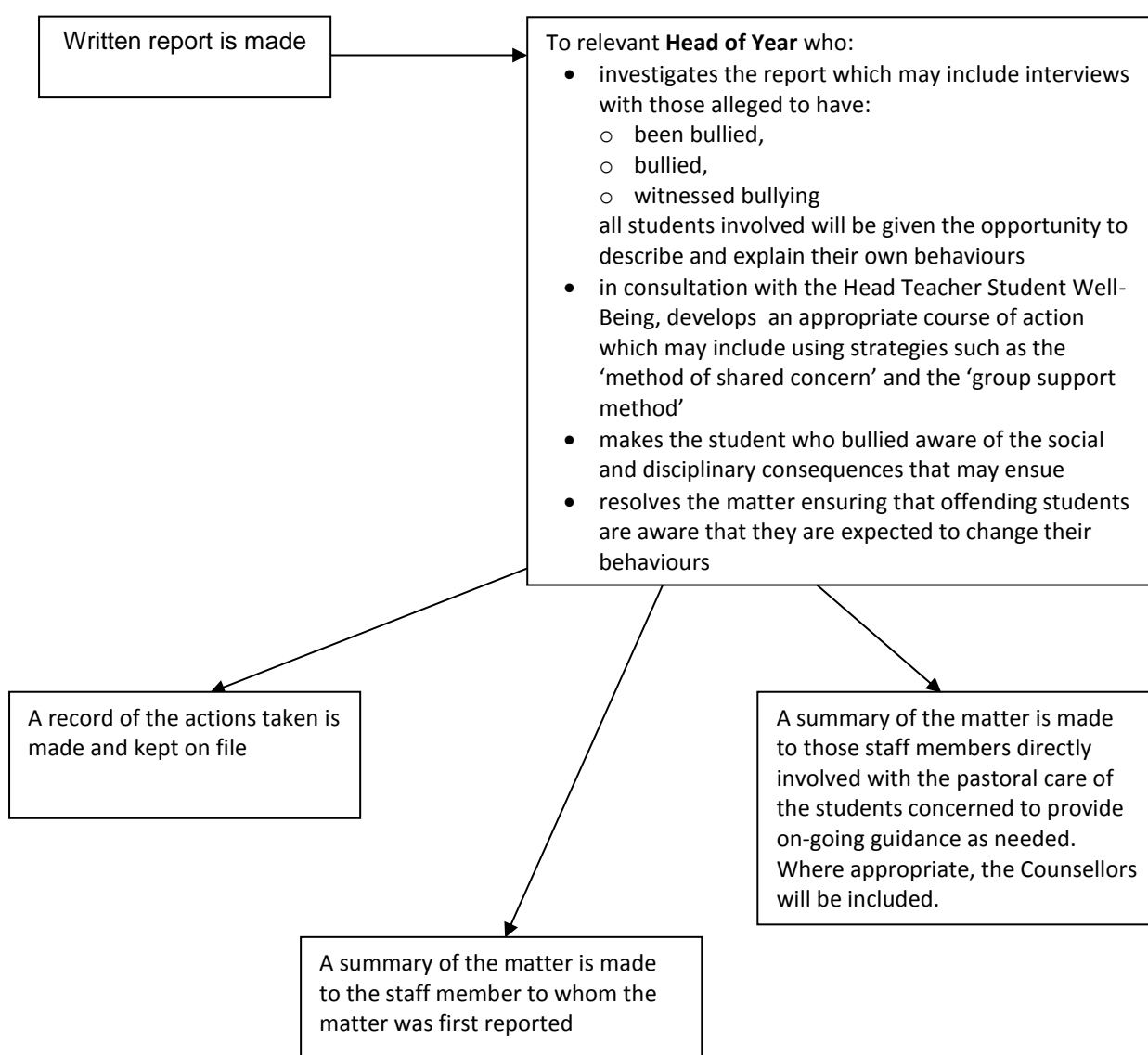
Level 2 – Continued bullying behaviour or report of extreme bullying behaviour



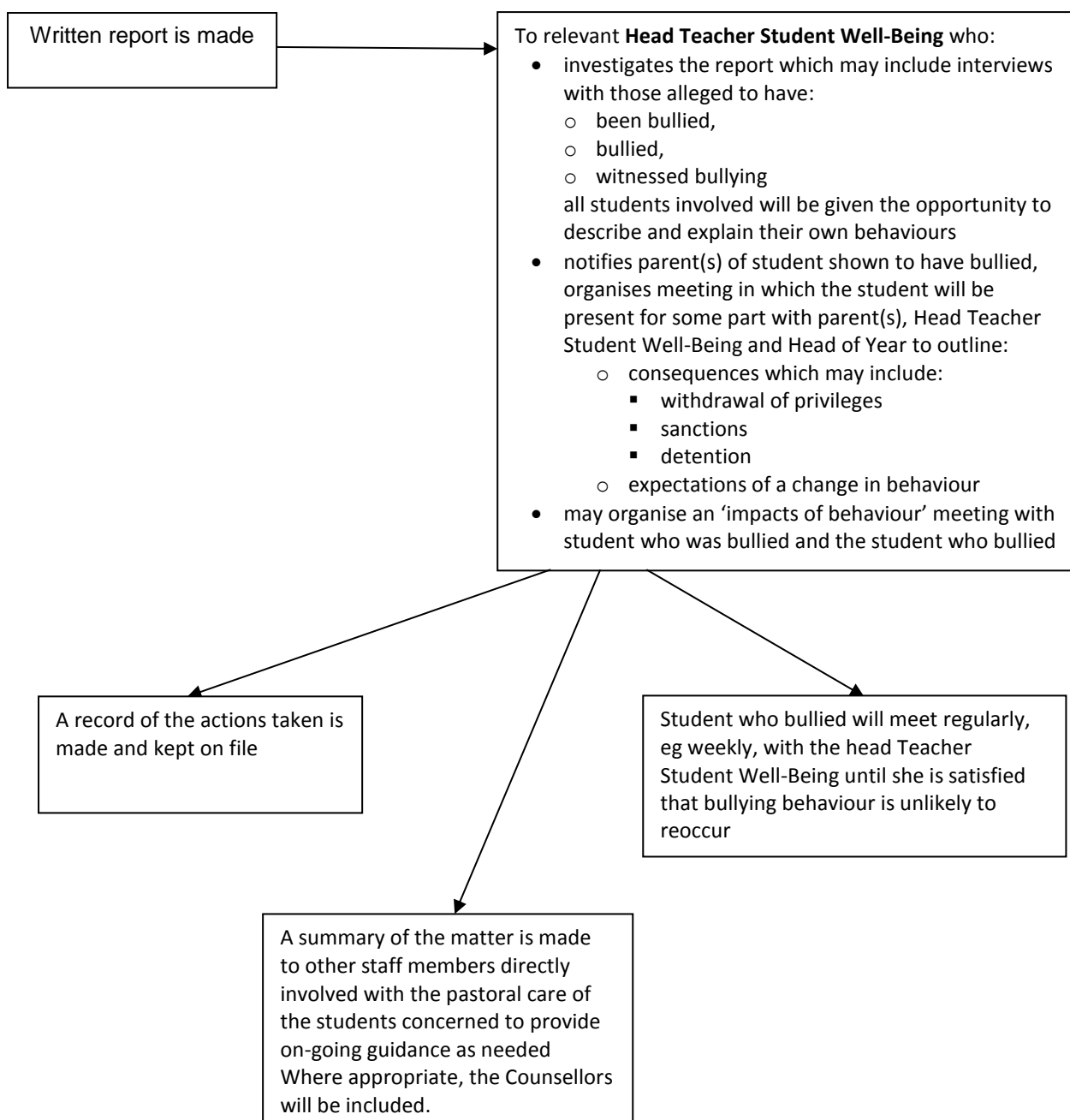
6.2 Senior School

Students may report their concerns to any member of staff. The staff member will listen, reassure the student that the concerns will be taken seriously and ask the student to put their concerns in writing, preferably using the template provided – see **Appendix**. The staff member will alert the appropriate Head of Year for the student. Written student reports can be in hard-copy or by email and the student must identify herself. Reports can be handed to any teacher or may be ‘posted’ in the box in the office of the Head Teacher Student Well-Being.

Level 1 – First report of bullying behaviour



Level 2 – Reoccurrence of bullying behaviour or report of severe bullying behaviour



Level 3 – Continued bullying behaviour or report of extreme bullying behaviour

This level of unacceptable behaviour will be dealt with using the guidelines of the **Student Discipline Policy, Section 4.4 Procedural Fairness in Matters Relating to Suspension, Expulsion and Exclusion.**


7. Confidentiality

Confidentiality and privacy require that all staff must ensure that information regarding students is restricted to those who genuinely need to know. Furthermore, those people should only be told as much as they need to know and no more.

8. Appendix

Student Report Form – Senior School

These forms are available from the reception area of the Senior School staff room or from the Reception area of the office of the Head Teacher Student Well-Being. They will also be available on-line.



REPORT OF BULLYING SENIOR SCHOOL

Bullying involves **repeated** acts that aim to dominate or cause hurt, fear or embarrassment in another person.
Bullying is **not** one-off acts of aggression or nastiness. Such behaviours if repeated, however, may be viewed as bullying.

Bullying will not be tolerated at PLC Sydney.

Name of person reporting bullying behaviour:

Class:

Please describe what happened, when and where it happened and identify any of those involved or who witnessed the behaviour:

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Signed: Date:

This report will be read by your Dean of Students who will investigate the matter further.

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9. Acknowledgement of Understanding of the

Anti-Bullying Guidelines

This page is to be completed, removed from the Policy document and returned to the office of the Head Teacher Compliance and Human Resources (HTCHR). If you have any concerns or questions regarding the Policy please seek advice from the HTCHR.

Name:

Department:

I acknowledge that I have read this policy and understand the processes involved in the management of bullying in the school and my role in any procedures. I acknowledge that I have a duty of care to all people present at such times, particularly the students, and will follow all directions to help ensure the welfare of all.

Signed:

Date: