



MARYMOUNT  
*College*

# Anti-Bullying Policy



*lifelong life-giving learning*

# POLICY: Marymount College

## Anti-Bullying Policy



### Rationale

Each member of the Marymount Community, be it staff, student, or parent has the right to feel safe and free from any form of intimidation including physical, verbal, emotional or sexual.

### Purposes

The school community will take every opportunity to reinforce the school ethos which promotes and respects the rights of each individual.

Each member will recognise that any behaviour which intimidates another person is unacceptable.

Each member of the community has the responsibility to protect his/her own as well as others' rights against intimidation.

The school community will provide a safe, secure and supportive learning and social environment for all students.

As a school community we will not allow cases of bullying to go unreported but will speak up, even at risk to ourselves.

(a) This requires staff to:

- i. Be role models in word and action at all times
- ii. Be observant of signs of distress or suspected incidents of bullying
- iii. Make efforts to remove occasions for bullying by active patrolling during supervision duty
- iv. Arrive at class on time and move promptly between lessons
- v. Take steps to assist victims and remove sources of distress without placing the victim at further risk
- vi. Report suspected incidents to the appropriate staff member such as Head of Year, Assistant Principal - Pastoral Care or Deputy Principal

(b) This requires students to:

- i. Refuse to be involved in any bullying situations. If present when bullying occurs – if appropriate, take some form of preventative action and report the incident or suspected incident and help break down the code of secrecy.

If the students who are being bullied have the courage to speak out, they may help to reduce pain for themselves and other potential victims.

(c) The College recommends that parents:

- i. Watch for signs of distress in their child e.g. Unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothing or bruising.
- ii. Advise your child to tell a staff member about the incident. If possible allow them to report and deal with the problem themselves. They can gain much respect through taking the initiative and dealing with the problem without parental involvement.
- iii. Inform the College if bullying is suspected.
- iv. Keep a written record (who, what, when, where, why, how).
- v. **Do not encourage your child to retaliate.**
- vi. Communicate to your child that parental involvement, if necessary, will be appropriate for the situation.

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### Brisbane Catholic Education's Position on Bullying

Brisbane Catholic Education believes everybody in our schools has the right to feel safe. Therefore, bullying behaviour in BCE schools is unacceptable.

### Procedure

A student who feels they are being intimidated, be it of a physical, verbal, emotional or sexual nature, is encouraged to approach:

- a) Class Teacher or Yard Teacher
- b) Pastoral Teacher
- c) Head of Year
- d) Counsellor
- e) Member of Administration

When an incident is reported, the teacher will investigate the complaint to the best of their ability at that time, determining whether it is a low level or high-level case. In a low-level case, the teacher speaks to the other students involved, asking them to modify their behaviour. Pastoral coordinators will record the complaint and will proceed with the following steps:

1. Interview all parties involved. Determine the underlying problem and talk with the students about the consequences of their behaviour.
2. Further or more serious bullying will be addressed by the pastoral coordinator and counsellor. Parents are notified.
3. Further or more serious bullying will be referred to the Assistant Principal – Pastoral or Deputy Principal for interview with parents. Students may be required to participate in “Anti-bullying” programs.
4. Referral to the Principal. If the intimidation continues, the student needs to report this to their Head of Year. In a high-level case, the bully needs to be referred to the Deputy Principal.

### Primary Prevention

Primary Prevention Programs would include programs that would engender resilience in students and assist with creating supportive school environments e.g.

- Mentoring programs
- Induction and transition programs
- Communication skills training
- Pastoral Programs

### Early Intervention

Early intervention processes would include:

- Identifying the extent of the problem through questionnaire administration and the mapping of trouble spots
- Promoting anti-bullying strategies involving whole school community
- Forming a working party of parents, teachers etc to sustain the program.
- Shake and Stir theatre company etc.

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### Intervention

Intervention procedures would include:

- Clear reporting and referral procedures
- Crisis intervention procedures
- Monitoring and evaluation of the anti-bullying program

### Restoration of Well-being

Supporting both victim and perpetrator with therapeutic interventions that involves a no-blame approach.

### Consequences for Students Who Intimidate or Bully Others

#### Responsible Thinking Process (RTP)

Students found to be bullying others will need to spend some time in the Responsible Thinking Classroom writing plans on how they can change their behaviour.

#### Counselling

Students who are found to have difficulty with bullying will attend regular sessions with the Guidance Counsellor to help develop more appropriate behaviour.

#### Anti-Bullying Programs

These programs are designed to help students modify their behaviour. People who bully others have difficulties and may benefit from participation in such programs.

#### Cyber-Bullying

Students found to be using College technological equipment to bully at school will have this equipment confiscated until their parents have been contacted. They may face the following possible consequences:

- Reduced access to the College computer network
- Suspension from the College computer network
- Confiscation of smart devices and/or Mac Books
- RTP

#### School Contacts

- Mr Chris Noonan - Principal
- Mr Geoff Browne - Deputy Principal
- Mrs Vivian Savage - Assistant Principal Pastoral
- Mr Peter Shaw - Assistant Principal- Senior Curriculum
- Mrs Katrina Nicholson - Assistant Principal - Junior Curriculum
- Mrs Dolores Maitland - APRE
- Miss Lauren Mitchell - Teaching & Learning – Inclusive Education Coordinator
- Dr Angela Jeffery- Guidance Counsellor
- Mrs Heather Clark - Guidance Counsellor
- Ms Madeline Stainsby - Guidance Counsellor