



Bullying Policy

Bullying Prevention and Intervention

Bullying

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and bystanders.

Bullying can take many forms including:

- Physical bullying which involves physical actions such as hitting, pushing, obstructing or being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying.
- Psychological bullying which is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.
- Indirect bullying which is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- Cyber bullying which is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

What isn't Bullying?


There are many negative situations which, whilst being potentially distressing for students, are not bullying. These include:

- Mutual Conflict Situations which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation.
- One-Off Acts (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

Signs of Bullying

Major behavioural changes in a student may be indicative of bullying. Such behavioural changes may include:

- crying at night and having nightmares
- refusing to talk when asked "What's wrong?"
- having unexplained bruises, cuts or scratches
- an unwillingness or refusal to go to school feeling ill in the mornings
- a decline in quality of schoolwork
- becoming withdrawn and lacking confidence
- beginning to bully siblings
- acting unreasonably.



Parents/guardians are encouraged to recognise signs of bullying and notify the College through a trusted staff member immediately (such as a class teacher), if they suspect their child is a victim of bullying.

Our Policy

Nowra Anglican College recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the College is respected and accepted.

Bullying is not tolerated at Nowra Anglican College.

It is our policy that:


- bullying be managed through a 'whole-of-College community' approach involving students, staff and parents/guardians
- bullying prevention strategies are implemented within the College on a continuous basis with a focus on teaching age- appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately
- bullying response strategies are tailored to the circumstances of each incident
- staff establish positive role models emphasising our no- bullying culture
- bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

Bullying Prevention Strategies

Nowra Anglican College recognises that the implementation of whole-College prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no-bullying' culture within the College:

- A structured curriculum and peer group support system, that provides age-appropriate information and social and emotional competencies relating to bullying (including cyberbullying) and bullying prevention, to students over the course of the academic year.
- Education, training and professional development of staff in bullying prevention and response strategies.
- Appropriate sharing among staff of information about cyberbullying incidents.
- Regular provision of information to parents/guardians, to raise awareness of bullying as a College community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the College.
- Promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/guardians.
- Promotion of responsible bystander behaviour amongst students, staff and parents/guardians.
- Reporting of incidents of alleged bullying by students, bystanders, parents/guardians and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below).

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- Regular risk assessments of bullying within the College are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff.
 - Records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate.
 - Statements supporting bullying prevention are included in student communications.
 - Education of staff, students and parents/guardians on health conditions to promote understanding and to reduce stigma and fear.
 - Anti-bullying posters are displayed strategically within the College.
 - Promotion of student awareness and a 'no-bullying' environment by participating in events such as the National Day of Action Against Bullying and Violence.

Reporting Bullying

Students and their parents/guardians are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse.

A key part of the College's bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well as providing assurance to students who experience bullying (and parents/guardians) that:

- bullying is not tolerated within the College
- their concerns will be taken seriously
- the College has a clear strategy for dealing with bullying issues.

The following staff can be contacted by students or parents if there are any concerns regarding bullying behaviour. The staff have been listed in the order that we would encourage students and parents to make contact for Senior School.

Position	Name	Contact
Class or Homeroom teacher – Senior School		
Year Coordinators and Assistant	Mr David Grundy – Yr 7	dgrundy@sras.nsw.edu.au
Year Coordinators (Senior School)	Miss Emily Sinden – Yr 7	esinden@sras.nsw.edu.au
	Mrs Jenny Wilson – Yr 8	jwilson2@sras.nsw.edu.au
	Mr Daniel Toole – Yr 9	dtoole@sras.nsw.edu.au
	Ms Gabrielle Moore – Yr 10	gmoore@sras.nsw.edu.au
	Miss Shannen Karger – Yr 11	skarger@sras.nsw.edu.au
	Mrs Laura Turner – Yr 12	lturner@sras.nsw.edu.au
	Head of Pastoral Care (Senior School)	Mrs Brooke Hamilton
Head of Senior School	Mr Ben Bridges	bbridges@sras.nsw.edu.au
Deputy Principal: Wellbeing and Growth	Miss Lisa Romberg	lromberg@sras.nsw.edu.au
Deputy Principal: Learning and Innovation	Mrs Therese Connor	tconnor@sras.nsw.edu.au
Principal	Mrs Lorrae Sampson	principal@nac.nsw.edu.au

The staff have been listed in the order that we would encourage students and parents to make contact for Junior School.

Position	Name	Contact
Class teacher – Junior School		
Pastoral Coordinators (Junior School)	Mrs Lucy Dom – Early Stage 1	ldom@sras.nsw.edu.au
	Mrs Kyra Mitchell – Stage 2	kmitchell@sras.nsw.edu.au
	Ms Diana Schroder – Stage 3	dschroder@sras.nsw.edu.au
Leaders of Learning	Mrs Emily Mackenzie – Early Stage 1	emackenzie@sras.nsw.edu.au
	Ms Meghan Duff – Stage 1	mduff@sras.nsw.edu.au
	Mrs Emma Bell – Stage 2	ebell@sras.nsw.edu.au
	Mrs Janice Stewart – Stage 3	jstewart@sras.nsw.edu.au
Head of Junior School	Mr Andrew Thompson	athompson@sras.nsw.edu.au
Deputy Principal: Wellbeing and Growth	Miss Lisa Romberg	lromberg@sras.nsw.edu.au
Principal	Mrs Lorrae Sampson	principal@nac.nsw.edu.au

The following staff can also support students and parents should they wish to contact them regarding pastoral matters.

Position	Name	Contact
Chaplain	Rev Joshua Murphy	jmurphy@sras.nsw.edu.au
Assistant Chaplain	Mrs Debra Baker	dbaker@sras.nsw.edu.au
School Psychologist	Mrs Ann-Maree Wheeler	counsellor@sras.nsw.edu.au
School Provisional Psychologist	Mrs Rebecca Walker	counsellor@sras.nsw.edu.au
School Counsellor	Miss Danah Collier	counsellor@sras.nsw.edu.au
Aboriginal Education Mentor	Mrs Charmaine Bodini	cbodini@sras.nsw.edu.au
Defence Mentors	Mrs Tania Markham	tmarkham@sras.nsw.edu.au
	Mrs Laura Jackson	ljackson@sras.nsw.edu.au

Responding to Bullying

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts.

In all circumstances the College:

- takes bullying incidents seriously
- provides assurance to the victim that they are not at fault and their confidentiality will be respected
- takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders
- takes time to understand any concerns of individuals involved
- maintains records of reported bullying incidents
- will escalate its response when dealing with persistent bullies and/or severe incidents.

Actions that may be taken when responding to bullying include:

- [The "Method of Shared Concern" Approach \(Pikas\)](#)
- [The "No Blame" Approach \(Maines & Robinson\)](#)

These approaches may be used to intervene in group or relational bullying situations. They are only appropriate during the initial stages. They are not appropriate for persistent or severe bullying incidents.

- notification of/consultation with parents/guardians
- offering counselling to persistent bullies/victims
- implementing effective follow up strategies
- disciplinary action, at the Principal's discretion, including suspension and expulsion of persistent bullies, or in cases of severe incidents.

Bullying Support Services

Youth Liaison Officers

Youth Liaison Officers are NSW Police Force members who are responsible for administering the Young Offenders Act 1997 (NSW). They are responsible for delivering cautions, referring children to youth justice conferences, and implementing strategies to reduce crime by juveniles in the community.

The Youth Liaison Officer allocated to Nowra Anglican College is Constable John Irlam and can be contacted on Ph. 02 4421 9609.

The College also provides access to the following support services: Nowra Anglican College also provides access to Counselling Services (Student).

Staff Responsibilities

All staff are responsible to:

- model appropriate behaviour at all times
- deal with all reported and observed incidents of bullying in accordance with this Policy
- ensure that any incident of bullying that they observe or is reported to them, is recorded appropriately
- be vigilant in monitoring students that have been identified as either persistent bullies or victims
- acknowledge the right of parents/carers to speak with the College if they believe their child is being bullied.

Signage

Anti-bullying posters may be posted in strategic locations in the College to promote appropriate behaviour and encourage students to respect individual differences and diversity.

Implementation

This Policy is implemented through a combination of:

- staff training
- student and parent/carer education and information
- effective incident reporting and recording procedures
- effective management of bullying incidents when reported
- the creation of a 'no-bullying' culture within the College community
- effective record keeping procedures
- initiation of corrective actions where necessary.



Bullying Guidelines

NOTE: These guidelines are found in student diaries

Nowra Anglican College is a Safe and Supportive School. Teachers, students and parents are committed to the following ideals for all members of the NAC Community:

1. Creating a safe and secure school where students are able to learn in a supportive and motivating environment which is free from harassment and violence.
2. Treating each other according to our College Values of respect, compassion and wisdom.

Respect

- Respecting the possessions and privacy of others
- Respecting ourselves and others by following the School's Code of Conduct/Behaviour
- Considering how behaviour will impact others and modify behaviour accordingly
- Treating each other with compassion and equality

Compassion

- Striving for a sense of connection to each other and the school
- Caring for each other at all times
- Using words and actions to encourage and build one another up

Wisdom

- Being accountable for our behaviour
- Acknowledging mistakes and learning from them
- Striving to be wise in our behaviour, by being authentic and seeking the truth

Nowra Anglican College strives to clearly articulate and acknowledge these ideals to the students and the wider NAC Community. This message is reinforced weekly in Chapel Services, in Year Meetings, in pastoral care programmes, in Christian Studies and PDHPE, in our classrooms, our professional development curriculum, through the newsletters and the College website. The school will investigate, clarify, articulate, and resolve issues that arise in the school when there has been a breach in the commitment to these ideals.

Bullying is not tolerated at Nowra Anglican College.

Behaviour such as bullying, relational aggression, sexual harassment, racism or violence is unacceptable behaviour and does not fit the ideals of the school.

What Is Bullying?

DEFINITIONS


Rude: Inadvertently saying or doing something that hurts someone else.

Mean: Purposefully saying or doing something to hurt someone once (or maybe twice).

Bullying: Repeated and intentional behaviour causing fear, distress, or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. The three elements of bullying:

- Intentionally aggressive behaviour
- Repeated over time
- Involves an imbalance of power

All three of these elements MUST be present.



Students who bully, say or do something intentionally hurtful to others and keep doing it. They do so with no sense of regret or remorse, even when targets of bullying show or express their hurt or tell the bully/aggressor to stop. Bullying can take many forms including:

- Physical bullying which involves physical actions such as hitting, pushing, obstructing, or being used to hurt or intimidate someone. Damaging, stealing, or hiding personal belongings is also a form of physical bullying.
- Psychological bullying is when words or actions are used to cause psychological harm. Examples of psychological bullying include name-calling, teasing, or making fun of someone because of their actions, appearance, physical characteristics, or cultural background.
- Indirect bullying is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- Cyber bullying is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails, or on mobile phones.

Forms of non-physical bullying are also referred to as "relational aggression" – aggressive behaviour which is covert, subtle and socially sophisticated.

Dealing with Bullying

Nowra Anglican College recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the College are respected and accepted. Bullying is not tolerated at Nowra Anglican College.

It is our policy that:

- Bullying be managed through a 'whole of College community' approach involving students, staff and parents/carers;
- Bullying prevention strategies be implemented within the College on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately;
- Bullying response strategies are tailored to the circumstances of each incident;
- Staff establish positive role models emphasising our no-bullying culture; and
- Bullying prevention and intervention strategies are reviewed regularly against best practice.

Preventing Bullying

The College is committed to undertaking the following steps to prevent bullying:

- **Name the behaviour** - Educate students to recognise relational aggressive behaviours, thus removing the covertness of this type of behaviour among students. Ensure the students are made aware of the damaging impact of relational aggression. In this way we are encouraging accountability for the behaviour.
- **Develop empathy** - Develop skills to help students resolve interpersonal difficulties.
- **Teach assertiveness, problem solving and communication skills.** Help students to be more straightforward in resolving interpersonal difficulties.
- **Provide positive role models** – Use older students/teachers/mentors who can demonstrate positive social skills to the students. Have these people be accessible to the students for advice/help.

- **Develop strategies to examine feelings.** Develop students' capacity to examine their negative feelings such as jealousy and anxiety. Encourage them to develop skills to manage these feelings so as not to hurt others.
- **Teach strategies of forgiveness** - the four promises of forgiveness:
 - I will not dwell on this incident
 - I will not bring this incident up and use it against you
 - I will not talk to others about this incident
 - I will not allow this incident to stand between us or hinder our personal relationship
- **Build self-esteem** - Help students to find their unique, God-given gifts and talents.
- **A zero tolerance approach to bullying.** Students must learn that threatening to not be someone's friend anymore, sighing, eye rolling, and exclusion are not to be tolerated. Students must learn to recognise what appropriate interactions with others looks like, sounds like, feels like and conversely, what it doesn't. Placing students in headlocks, intentionally throwing objects including food, saying 'I was just pretending' or 'jokes', is NOT funny when this is targeted at someone. Such behaviour is bullying. This social educational message begins from Preschool and is reinforced regularly.
- **Development of a school-wide approach to dealing with bullying.** This includes: Professional Development, seminars for parents, school-wide promotion of the safe and supportive school message and positive behaviour messages, provision of lessons and information to students for awareness, and for skill development to prevent relational problems. Provide support and skill development for students involved in relational aggression situations.

Responding to Bullying

In all circumstances the College:

- takes bullying incidents seriously;
- takes time to properly investigate the facts including discussing the incident with the target, the bully and any bystanders;
- takes time to understand the concerns of all individuals involved;
- maintains records of reported bullying incidents; and
- will escalate its response when dealing with persistent bullies and/ or severe incidents.

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts. When dealing with bullying, age appropriate consequences will be applied. There are normally three parties involved in an act of bullying:

1. The Aggressor (the Bully)
2. The Bystander
3. The Target

A child may be the bully/aggressor in one situation, but may be the target in another situation and maybe a bystander in yet a different situation. When an incident of relational aggression is brought to the attention of the school, the following steps will occur.

The incident will be investigated by the Class Teacher in conjunction with a Pastoral Leader/Year Coordinator, Head of School or Head of Pastoral Care or one of the Deputy Principals.

All parties (the target, the aggressor and all bystanders) will be interviewed independently and all viewpoints will be listened to impartially. The protocols of procedural fairness will be followed.

If deemed appropriate, and the target agrees, target conferencing will be implemented.



The Aggressor

If the student is found to have engaged in an act of bullying, they will be asked to complete the following restorative process:

- Restitution: Apologise and make effort to remedy what has happened.
- Resolution: Develop a plan to prevent the same behaviour happening again.
- Reconciliation: Find a way to heal the hurt.

If necessary, the student will also be referred for further counselling or may have sanctions put in place by the school.

The Bystander

All bystanders involved will be counselled regarding the role they played in the incident and given guidance as to how to respond in a more appropriate way that supports the target of bullying in the future.

The Target

The target will be counselled and closely monitored and supported by the school. They will be given practical support with coping mechanisms and strategies and will receive counselling if required.

The aim of any intervention is to find a resolution amongst the students which allows the target to feel safe, secure and comfortable at school; for the aggressive student to acknowledge and apologise for the hurt they have caused and for the hurt to be healed.

Further Advice for Students

Report situations of bullying to your teacher and parents. It is alright to tell someone. Telling is when you want something to stop. This may be for yourself or someone else that you are aware is being targeted. This is different from 'dobbing' where the motivation is to get someone else into trouble. Tell your teacher and parents:

- what the problem is
- how it makes you feel
- how often it has been happening
- what you have done to stop it
- that you need their help

Further Advice for Bystanders

If you know of someone else being bullied, support them in their efforts to put a stop to it. Don't just watch, or even worse laugh or participate. Refuse to join in with a bully in your group. Letting a bully get away with it is like saying it's ok to be a bully.

For more information, please refer to the Bullying Policy on the NAC website.

Procedural Fairness Guidelines

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and
- any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker

Procedural fairness includes making available to students and parents or caregivers policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, schools could establish any need for parents/caregivers to be provided with interpreter services and, if required, make arrangements for such services to be available.

While it is generally preferable that different people carry out the investigation and decision-making, in the school setting this may not always be possible. If the Principal is conducting both the investigative and decision-making stages, he or she must be reasonable and objective. To be procedurally fair, the Principal must act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, it is acceptable to do so given the nature of the Principal's responsibilities. Nevertheless, it may be preferable to have another appropriate officer, such as a Deputy Principal or Head of Junior School, carry out the investigation where possible. The review mechanism adds to the fairness of the process.

In matters where a long suspension or expulsion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion are to be taken down in writing.

Procedural Fairness in Disciplinary Procedures


NOTE: Any incident involving a **suspension** or **expulsion** MUST involve an appropriate member of the EXECUTIVE in the initial investigation or as soon as possible.

Executive members are:

- the Head of Junior School
- the Head of Senior School
- the Deputy Principal: Wellbeing and Growth
- the Deputy Principal: Learning and Innovation

The Principal will be the person who makes the ultimate determination regarding suspension or expulsion.

This is to ensure procedural fairness is upheld in all instances involving suspension and expulsion.



It is expected that all Nowra Anglican staff and students will deal with disciplinary procedures with compassion, truthfulness, fairness, consistency and equity without malice or condemnation. The views of all parties will be considered.

1. Any misdemeanour which incurs a serious consequence will be investigated and authenticated by a member of the executive staff who will document all steps in the process of the investigation.
2. Interviews with the student involved will be conducted by a member of the executive, in the presence of a third party. This, in most cases will be the Year Coordinator (or classroom teacher) whose role will be to support the student.
3. During the interview, students will be asked their accounts verbally and then required to write these out in full using the **Student Incident Proforma**.
4. Other witnesses to the incident or those identified by the student involved will be interviewed and asked to write out their account of the incident. This includes students, teachers and in some instance's parents.
5. After all accounts have been gathered, the student involved will be given the opportunity to:
 - know the allegations related to a specific matter and
 - any other information which will be taken into account in considering the matter
 - know the process by which the matter will be considered
 - respond to the allegations - in the case where witness accounts differ from those of the student involved
 - know how to seek a review of the decision made in response to the allegations.

If the misdemeanour is substantiated as a result of the investigation, parents/guardian will be informed by telephone and asked to come to the school for an interview with a member of the executive. In conjunction with the parents/guardian and, where appropriate, the School's Psychologists, action which is in the best interests of both the student involved and the school community will be discussed and resolved. The final decision for the appropriate course of action is made by the Principal.