

# ST BEDE'S CATHOLIC COLLEGE

## ANTI-BULLYING POLICY



APPLICABLE TO	Staff, students and parents
DOCUMENT OWNER	Principal
APPROVAL DATE	18 December 2017
APPROVED BY	Principal
SCHOOL ACTIONS	School Policy – Staff and parents are to ensure practices are consistent with this policy.
LAST REVIEW DATE/S	Not Applicable
NEXT REVIEW DATE	18 December 2018
RELATED DOCUMENTS	CSO Anti-Bullying Policy for Students July 2012 CSO Anti-Bullying Policy Resources and Implementation Guidelines

### 1. Purpose

To assist in the development of a community where every member feels safe, nurtured and valued.

### 2. Preamble

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers.

It is the goal of every Catholic School to promote a safe environment where individuals may grow and develop. Well-articulated, understood and implemented policies and procedures facilitate such a goal and minimise the risk of inappropriate behaviours becoming accepted, tolerated or even endemic.

".....(Catholic) schools will have as their goal the formation of Christian disciples, with appropriate world view, character and behaviour." (Catholic Schools at the Crossroads , p14)

The modelling of positive behaviours and anti-bullying strategies in schools has become an important aspect of student learning and parent reporting. There have been recent court precedents that have brought to light the dangers to students and schools in relation to bullying. What is clear for schools, as an outcome of the research and recent court judgements, is the critical issue for careful and well documented implementation of school policy. It is also necessary for students to be involved in the evaluation of processes, for regular policy review and dialogue at staff level and for easy policy access for parents and the community.

“We now know that students' social and emotional learning facilitates their academic learning (Zins, Weissberg, Wang & Walberg, 2004) and that a student's level of social competence and their friendship networks are predictive of academic achievement (Caprana, Barbaranelli, Pastorelli, Bandura & Zimbardo, 2000). The goals of anti-bullying initiatives also align with the teaching in schools of socio-moral values such as respect, support/care, cooperation, acceptance or difference and inclusion (McGrath & Noble, 2003). In summary, there are significant moral, social, emotional and educational advantages to addressing bullying problems in schools.” (McGrath and Noble 2006 from *Bullying Solutions, Evidence-based approaches to bullying in Australian schools* p.xvii)

### 3. Definitions

Whilst there is no definitive and universally accepted definition of bullying, the most influential research in what constitutes bullying has been proposed by Olweus (1993):

*“...bullying may be defined as a student being exposed, **repeatedly and over time**, to intentional injury or discomfort inflicted by one or more other students. This may include physical contact, verbal assault, making obscene gestures or facial expressions, and intentionally excluding the student.”*

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.

*“...Bullying is thus conceived largely in behavioural terms, that is, it involves negative actions on the part of the perpetrator.”* [Rigby (2006) from *Bullying Solutions* p.4]

## Examples of Harassment/Bullying

Type	Examples
Physical	Fighting, punching, pushing, shoving, intimidating gestures, invasion of personal space
Group	Ganging up against, isolating or rejecting from the group
Verbal	Mocking, name calling, putting someone down, offensive language, SMS messages or E-mails
Victimisation	Offensive notes or graffiti, removing or hiding possessions, "trashing" areas, damaging others possessions
Sexual	Sexual inferences, touching or brushing against in a sexual manner, writing or drawing, or commenting about someone's body sexually, sexually oriented jokes or sexual name calling, comments or questions about someone's private life
Discrimination	On the basis of race or religion

It is important to note that cyber bullying has become a significant area of concern and action in recent years. Cyberbullying may be defined as:

*"..... any form of bullying that utilises technology such as instant messaging, online chat rooms, online bulletin boards and email. In many ways this is a more insidious form of bullying since it may reach into a victim's home."* In other words, technology now allows the bully to inflict psychological harm on his or her victim anywhere and anytime without respite. (Schools and the Law - Des Butler and Ben Matthews p.46)

The Commonwealth Code sets as an offence the use of a carriage service (such as a mobile or internet) in a way that is menacing, harassing or offensive. The maximum penalty for committing the offence is 3 years' imprisonment.

'Sexting' is an occurrence that may be considered bullying. Under present legislation perpetrators place themselves in the serious position of making, viewing and or sending inappropriate and unlawful material.

Conflict or fights between students or single incidents are not usually defined as bullying.

## 4. Rationale

The role of the Catholic school, in partnership with parents and caregivers, is to nurture young people by providing optimum levels of support in learning, positive interpersonal relationship experiences and social support networks. The culture and atmosphere of the school plays a significant role in students developing a balanced approach to life and learning. With this in mind Bullying behaviour is in conflict with the core values and purpose of a Catholic school.

Bullying needs to be recognised, named and addressed to ensure all schools work towards an authentic Christian school culture.

*".....the school must be concerned with constant and careful attention to cultivating in students the intellectual, creative, and aesthetic faculties of the human person; to develop in them the ability to make correct use of their judgement, will, and effectivity; to promote in them a set of values; to encourage just attitudes and prudent behaviour; to introduce them to the cultural patrimony handed down from previous generations; to prepare them for professional life, and to encourage the friendly interchange among students of diverse cultures and backgrounds that will lead to mutual understanding. For all these reasons, the school enters into the specific mission of the Church." (Lay Catholics in Schools: Witness to Faith p.110)*

## 5. Aims

This policy aims to:

- 5.1. Provide clear directions for anti-bullying at St Bede's.
- 5.2. Assist St Bede's in the prevention, reduction and response to bullying behaviour (including cyber bullying).
- 5.3. Promote a proactive attitude to and clear understanding of school processes when addressing allegations of bullying.
- 5.4. Facilitate a consistent approach to the management of school record keeping processes in relation to bullying investigations.
- 5.5. Ensure the right of students and staff to expect a school that is actively promoting a school environment free from the fear of bullying, harassment, intimidation and victimisation.

The aim of St Bede's is to provide a Catholic education based upon Gospel values. Central to this faith is a consideration and respect for both the individual and the community. The School strongly believes that every student has the right to a safe, supportive and caring environment free from intimidation of any kind, the right not to be hurt, scared, made fun of or saddened in any way. We take the view that any form of bullying or harassment is unacceptable, and every member of the St Bede's community has a right to feel protected, nurtured and valued.

As a Catholic school in the tradition of St Bede, we seek to reinforce the values of care and consideration for others, to be respectful of each individual and to be witness to these Christian values not only in the School community but also in the broader community.

St Bede's will not tolerate any student behaviour that denies this right

## 6. Implementation

St Bede's has implemented the following strategies and programs to assist in building and maintaining positive relationships within its community:

### Preventative programs

**Wellbeing Program** – Each student participates in a wellbeing program which is led by their Homeroom Teacher. Students meet every fortnight for a wellbeing session. During these sessions, students regularly engage in activities and discussions which aim to reinforce positive relationships. Anti-Bullying messages are consistently given with the support of contemporary research, including relevant use of the media and other appropriate material.

**Year Meetings** – Each cohort meets fortnightly with their Student Coordinator. This gives the Student Coordinator an opportunity to consistently convey the message that bullying will not be accepted and encourage reporting to staff if it does occur. The intention is to eradicate the notion of 'dobbing' when related to bullying issues and reinforce its 'reporting'.

**Assemblies** – The whole school community meets fortnightly to celebrate the achievements and successes of students. This is another opportunity for the school to reinforce its zero tolerance towards bullying and encourage positive relationships and a culture of care.

**Biannual Student Bullying Surveys** – All students partake in a Bullying Survey during Terms One and Three each year. (Appendix G) Students have an opportunity to anonymously name any other students they feel are being bullied or are bullies. The survey seeks to obtain valuable feedback for the school to effectively combat bullying. Importantly, this survey gives the school an opportunity to support those students named in the surveys and follow up occurs through the procedures for reported instances of bullying involving the Student Coordinator, Assistant Principal and School Psychologist where appropriate. Additionally, where needed, parents are notified to appropriately support relevant students.

**Peer Support Program** – St Bede's will explore opportunities for Senior Students from other schools to connect with St Bede's students in a supportive capacity. The school will pursue structured time to be made available within the timetable to ensure positive relationships are fostered and Year 7 feel they have another layer of support by older students within the school pastoral structure.

**Welfare Management Meetings** – Each fortnight the School Leadership Team will meet to discuss school-wide management. A regular agenda item is that of student welfare which highlights students of concern and appropriate intervention and support structures for such students.

**Staff Support** – Staff are regularly provided with advice in dealing effectively with student bullying. This is done through ongoing communication from the Student Coordinator through staff meetings. Advice provided for staff is consistently in line with the practices of Restorative Justice (RJ).

**Staff Briefings** – Teaching staff meet once per week in which students of concern are communicated and appropriate strategies of support are discussed.

**Police Liaison Officer** – The school will invite its local Police Liaison Officer to address students each year in which bullying is discussed, particularly the potential legal ramifications, namely cyber-bullying. The school, through a Parent Forum, will have police educate parents the dangers associated with adolescents and social media.

**Awareness Days** – The school will participate in Awareness Days such as the National Day of Action against Bullying and Violence. These days will be another means to focus student attention on the impact of bullying and an active stance by the community on removing it from the school.

**Bully Box** – Students will be able to report any concerns regarding bullying in the Bully Box. The report may be anonymous but must include the names of students involved and details of the incident(s). These reports will be collected and investigated by the Student Coordinator.

## Early intervention strategies

If a student has enrolled at the school and has previously been bullied or engaged in bullying behaviour in the past, they are provided with appropriate support. If necessary, a 'buddy' system will be established, and the support of the School Psychologist provided. The Student Coordinator is fully briefed and appropriate follow up occurs through regular monitoring of the student and meetings with them.

## Resources to support the process of restoring justice

Guidelines for appropriate restorative justice practices are made available to staff and students within the school. These guidelines are made visible in frequently used areas in the school such as classrooms, offices and the school library.

## Reporting and record keeping

### Openness

Unfortunately, victims can be reluctant to report harassment and bullying. Authorities (parents and staff) and witnesses can be reluctant to notice it, or simply accept it as normal.

The first principle is to break the conspiracy of silence and reluctance to “dob in” those that harass or bully. To achieve this, the school will endeavour to:

- create a culture that does not accept or encourage harassment or bullying
- create an atmosphere of care
- ensure that all students know what constitutes harassment or bullying behaviour
- ensure processes are in place to encourage reporting and to eliminate any repercussions from reporting.

We will only achieve this with cooperation from the whole school community. We will only be successful to the extent that everyone seeks to find solutions rather than to apportion blame.

Other important considerations are:

- any incidences of reported bullying by students, parents and staff are treated seriously
- in the first instance, staff will adhere to the Bullying Assessment and Action Flowchart for appropriate guidance (Appendix A)
- the school will respond to any allegations of bullying by following its procedures for staff (Appendix B)
- student procedures will be reinforced by the school (Appendix C)
- communication with relevant individuals, particularly staff and parents, is vital in this process. Staff members dealing with the bullying allegation are to ensure this communication is prompt, professional and accurately documented in the school's data management system.

## Investigations

In the case of an allegation being made, full reports of the incident(s) will be obtained in writing from all concerned – including the perpetrator(s) and victim(s) and the following procedures will take place:

- isolate the bully immediately, i.e. Withdraw him/her from the group situation while enquires are made
- demonstrate (clearly and rationally, not emotionally) abhorrence for the incident and the fact that the school will not tolerate it
- warn of the seriousness of any repercussions or further incidents



- inform the relevant Student Coordinator who will then contact everyone concerned
- if necessary, devise further strategies to improve social skills by teaching alternatives to current behaviour
- counselling will be arranged if necessary
- organise mediation where appropriate
- progress will be monitored by the Student Coordinator over a period of at least four weeks
- remember that the bully may be a victim and thus firmness needs to be tempered with compassion and understanding.

## Bullying Intervention Procedures

St Bede's Catholic College holds a zero tolerance to any form of bullying and/or ridicule which gives reference to physical appearance, race, social indifference or cultural beliefs. Parents are encouraged to read the St Bede's Anti-Bullying Policy which is on the College website.

The College will deal with incidents involving bullying with a focus on the principles of restorative justice and procedural fairness. Restorative justice at St Bede's is based on the belief that when relationships are harmed we must work with the students, teachers and parents involved to restore the relationships.

St Bede's Catholic College follows a three-tier process in managing bullying as outlined below:

### Stage 1

- Suspected incident(s) reported by parents, student(s) or teacher to the Homeroom Teacher or Student Coordinator either in person or online.
- The incident(s) are referred to the **Student Coordinator** for investigation.
- If the accusation is found to warrant action, then the accused is advised of the following:
  - His/her actions must stop.
  - The person being bullied does not want similar incident(s) to continue.
  - The accused is to be interviewed again within one week.
  - A follow up will take place with both the accused and person being bullied approximately two weeks following the initial interview.
  - The accused will have their name recorded on Compass (School Management system)
- The accused is told any further physical or vindictive action would result in immediate escalation to Stage 2.



## Stage 2

- If inappropriate behaviour continues the Student may be escalated to Stage 2. The student who has reported an incident may need assistance to deal with the situation – peers, College Counsellors or reading material.
- The student who has been reported will be interviewed by the **Assistant Principal** and Student Coordinator. Parents will be kept informed and may be required to attend an interview.
- Direct consequences that the College may invoke include:
  - isolation from peers
  - Friday removal from sport
  - special duties (community service)
  - professional assistance (re conflict resolution skills)
  - internal or external suspension.

## Stage 3

- Should the bullying continue in the same pattern of behaviour the **Principal** is informed.
- The student bullying will be interviewed by the Principal. Parents will be required to attend a meeting with the Student Coordinator and other relevant staff.
- The student's enrolment at the College will be questioned and they may need to be suspended for an extended period time or removed from the College.

It does not have to be repeat bullying on the same student which results in an accused person escalating to a higher stage. Students may escalate to a higher stage of bullying through repeated bullying on other students.

Students will complete a bullying survey each semester to inform staff on any patterns of behaviour that may not be evident in the school yard. This information will enable staff to follow up with investigations and could potentially lead to investigations being undertaken.

Whilst St Bede's conduct bullying surveys, this does not detract from the school encouraging all students coming forward with issues of bullying. St Bede's make it clear to all students the difference between 'dobbing' and 'reporting'.

## Police Intervention

In situations when police intervention is required in cases of bullying (e.g. possession of weapon, extreme assault) and cyber bullying (e.g. sexting) refer to Appendix F Advice for Principals.

In the case of the School's Police Liaison Officer being involved in the process, relevant parents must be informed, and a support staff member must be present during any interviews conducted with the student(s).

## Post investigation support services

Ongoing support of the perpetrator(s) and victim(s) will take place with appropriate counselling and support and monitoring from the relevant Student Coordinator.

At times, if deemed necessary, staff members may be allocated as a mentor for the perpetrator(s) or victim(s). Regular meetings will take place, in consultation with the Student Coordinator and School Psychologist.

The provision of appropriate support to those individuals involved will include the knowledge of relevant resources which assist the school's policy.

## Communication of Policy/Procedures

The school will ensure that effective training occurs for staff, beginning at the start of each year and revisited throughout the year at a Professional Development Meeting. Additionally, procedures will be outlined at Staff Briefings, as well as Faculty Meetings.

The school's Management Team will ensure the issue of bullying is a regular topic of conversation at its meetings with the view to update the policy if necessary.

## Links to School Policy

Strategies for dealing with bullying behaviour are linked to the following school policies:

- Pastoral Care Policy
- Grievance and Complaints Resolution Policy.

## Responsibilities

The Principal will:

- a) develop a shared understanding with staff and community members of bullying behaviour that involves all forms of bullying including cyber bullying
- b) ensure the development, implementation and evaluation of preventative strategies and programs to promote student safety and wellbeing
- c) provide support to any student who has been affected by, engaged in or witnessed bullying behaviour
- d) be responsible for the implementation of the school's anti-bullying policy and procedures
- e) initiate police support (Police Liaison Officers) and or intervention when required
- f) provide regular updates to parents or caregivers regarding the management of specific incidents
- g) ensure that an annual communication of the contents of the policy be made to the school community
- h) maintain an ongoing and annual evaluation process of the policy with students, staff and caregivers
- i) monitor student understanding and satisfaction of school processes
- j) identify patterns of bullying behaviour and initiate school action to address them
- k) engage students in the evaluation of anti-bullying processes within the school.

School staff will:

- a) respond to a student's call for assistance, after his/her reporting of inappropriate behaviours in relation to all forms of bullying. This includes the use of technology (e.g. text messaging or social networking site usage). Failure to act may indicate a breach in the duty of care owed to the student
- b) seek advice from their supervisor(s) if they require confirmation or clarification regarding an incident of alleged bullying behaviour

- c) maintain an up to date knowledge of school policies relating to bullying behaviour.

Students will:

- a) promote positive relationships that respect and accept individual difference and diversity
- b) follow the school procedures in reporting and responding to bullying behaviour
- c) work collaboratively with staff and peers to resolve incidents of bullying
- d) have an awareness and understanding of what constitutes bullying while being charged with the responsibility of being respectful of one another
- e) participate in the annual evaluation of school anti-bullying processes and procedures.

## 7. Budget

The Catholic Schools Office will make provision each year in its annual budget for professional development opportunities for schools in this area. The College will budget for appropriate staff professional development and anti-bullying resources that develop ongoing understanding and ownership of programs.

## 8. Evaluation

The school will annually revisit the procedures explicit within the Anti-bullying policy and evaluate their currency. As part of the school Policy review and development cycle, the Anti-Bullying Policy will be reviewed by staff and the School Management Team at regular interval.

## 9. Contacts and Resources

### St Bede's Management Team

Name	Position	Email Address
John Murphy	Principal	john.murphy@mn.catholic.edu.au
Brett Donohoe	Assistant Principal	brett.donohoe@mn.catholic.edu.au
Jasmine Hutchinson	Student Coordinator	jasmine.hutchinson@mn.catholic.edu.au
Amy Butler	Learning Support Coordinator	amy.butler@mn.catholic.edu.au
Fiona Duque	Religious Studies Coordinator	fiona.duque@mn.catholic.edu.au
Andrew Cornwall	English/HSIE/CAPA/Music Coordinator	andrew.cornwall@mn.catholic.edu.au
Tamara Borkowski	Maths/Science/TAS/PDHPE Coordinator	tamara.borkowski@mn.catholic.edu.au
Thibaut Huens	School Psychologist	thibaut.huens@mn.catholic.edu.au

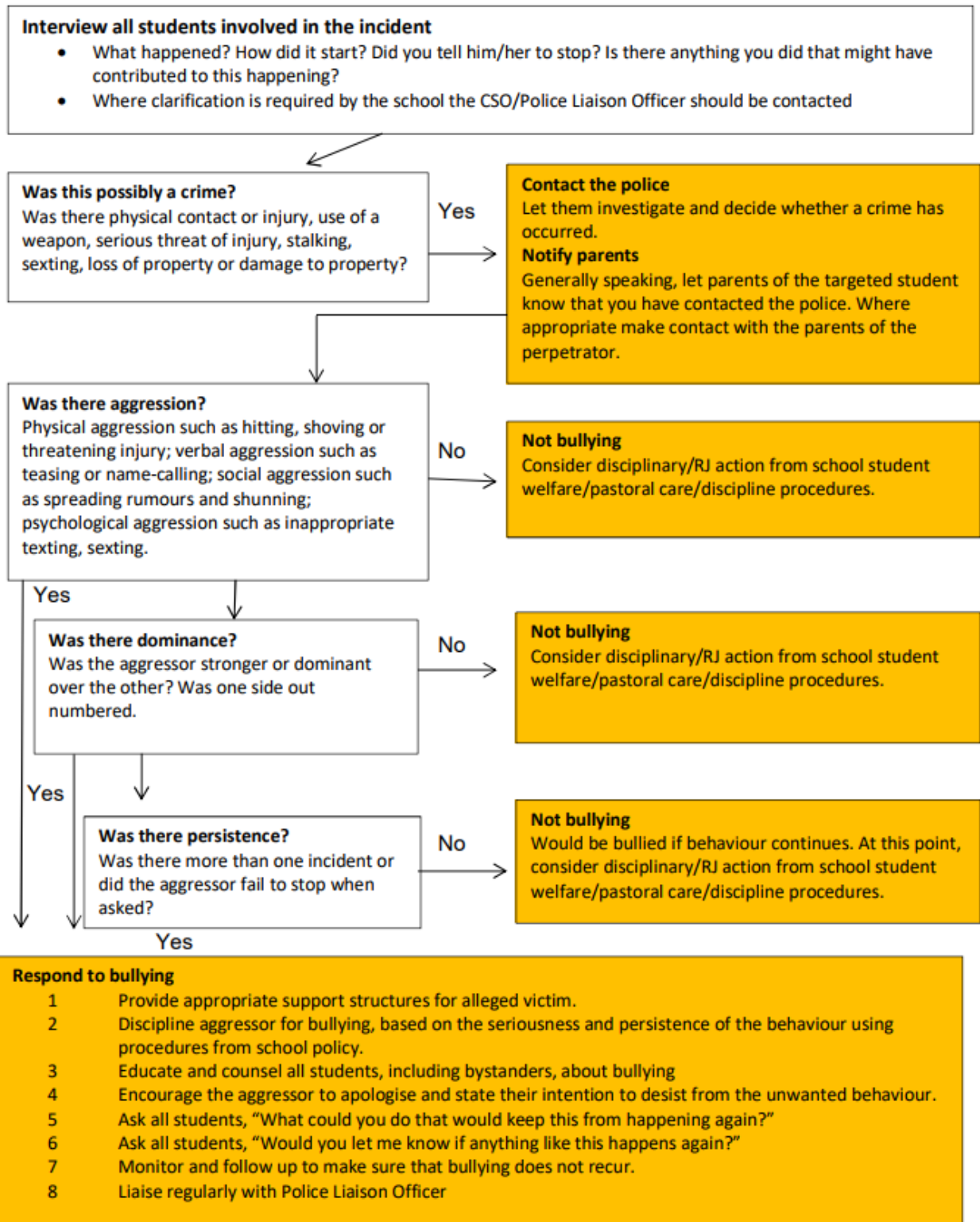
### Catholic Schools Office - Maitland Newcastle

- Pastoral Care document,
- Student Anti Bullying Policy 2012
- Anti-Bullying Support Document 2012
- [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)
- [www.curriculum.edu.au/mctyapdf/natsafeschools](http://www.curriculum.edu.au/mctyapdf/natsafeschools)
- [www.bullying.org/help](http://www.bullying.org/help)
- [www.kidshelp.com.au](http://www.kidshelp.com.au)
- [www.nobully.org.nz](http://www.nobully.org.nz)
- [www.eduweb.vic.gov.au/bullying](http://www.eduweb.vic.gov.au/bullying)
- Kids Help line: 1800 551 800
- Lifeline: 13 11 14
- Parent Help line: 13 20 55
- [www.cybersmart.gov.au/schools.aspx](http://www.cybersmart.gov.au/schools.aspx)
- Police Youth Liaison Officer – SC John Collins:  
[colljoh@police.nsw.gov.au](mailto:colljoh@police.nsw.gov.au), Ph: 4934 0200
- Centacare catholic family welfare services – Ph. 02 6551 3715
- Community Health - [www.chisholmcommunityhealthcare.com.au](http://www.chisholmcommunityhealthcare.com.au) Ph. 1800 MYNURSE
- Anti-Bullying Learning & Teaching Resource (ALTER), CEO Wollongong DVD. [http://www.youtube.com/watch?v=EA5C-1N\\_r1w](http://www.youtube.com/watch?v=EA5C-1N_r1w)

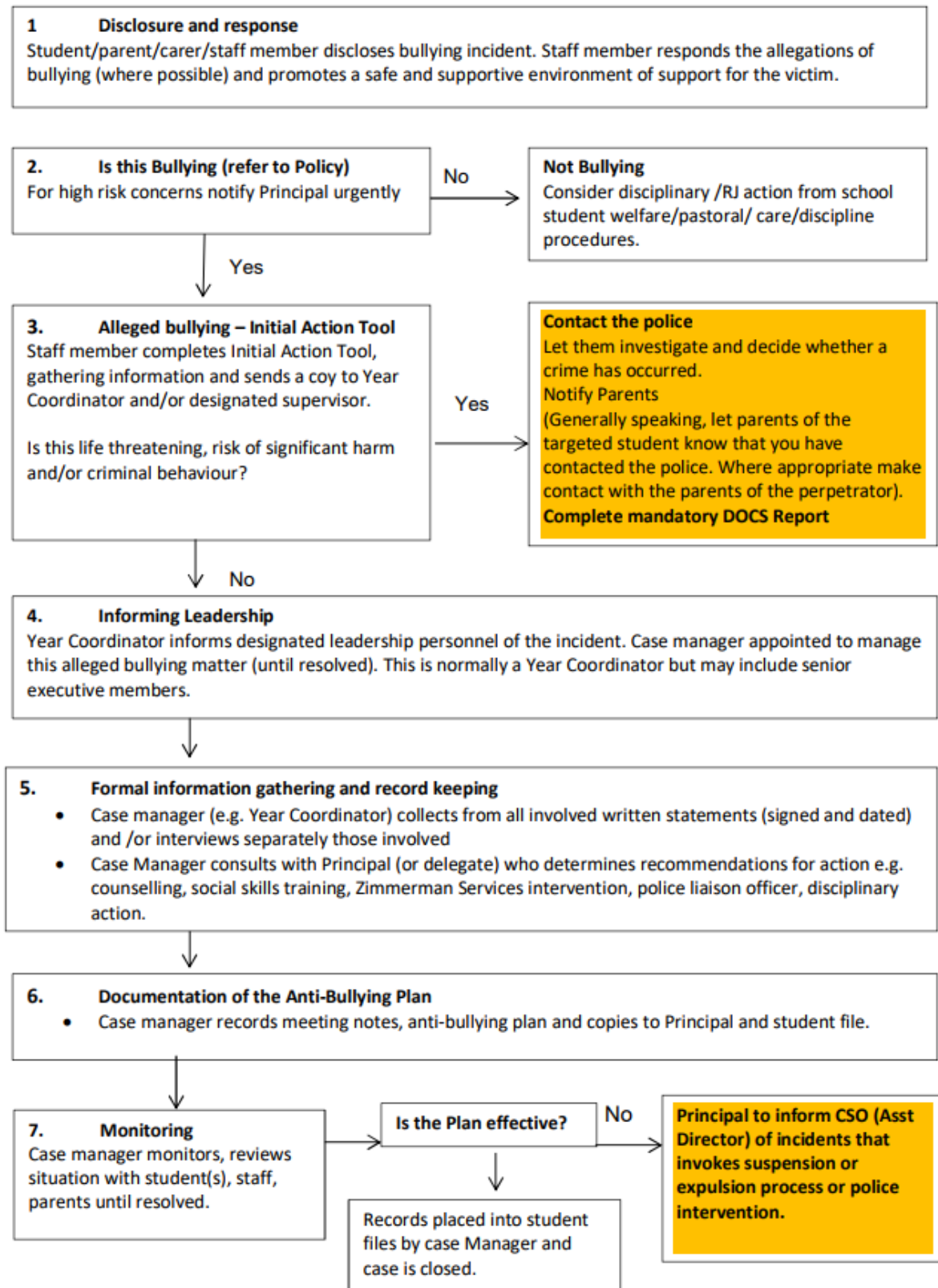
# Appendix A

## Flowcharts and Procedures

### Bullying Assessment and Action Flowchart



## Anti-Bullying procedures for Staff – Flowchart





## Procedures for Students

These procedures are to be reinforced by the school (school leaders, teachers, classroom/playground posters).

1. Tell a teacher or another adult at school that you trust.

2. Tell your family.

3. Take a friend with you if you are worried to tell someone by yourself.

4. Keep telling people until someone listens.

5. Don't blame yourself for what has happened.



# St Bede's Catholic College

Appendix D

## ALLEGED BULLYING INITIAL REPORT

Name of Student: \_\_\_\_\_ Reporting Teacher: \_\_\_\_\_

Class/Year: \_\_\_\_\_ Date/Time of Incident: \_\_\_\_\_

Names of Alleged Bullies:

\_\_\_\_\_  
\_\_\_\_\_

Where did the incident occur? Please circle:

On bus transport	In playground	In classroom	Outside school	Other:
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Who reported the alleged incident? Please circle:

The alleged victim(s)	Other students(s)	Parent / Carer	Member of staff	Member of wider community	Other:
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Identify the nature of the alleged bullying incident. Please circle:

<b>Written</b> - notes, letters, writing on book, graffiti, written threats, ridicule through drawings. Other:
<b>Social</b> – lying, spreading rumours, playing a nasty joke, mimicking and deliberate exclusions. Other:
<b>Verbal</b> – name calling, insults, threats, severe sarcasm, abusive comments, racist remarks. Other:
<b>Physical</b> – pushing, shoving, fighting, tripping, hitting, poking, spitting. Other:
<b>Cyber</b> – email, phone call, text, chat room, social networking site. Other:
<b>Psychological</b> – intimidation, manipulation, stalking. Other:
<b>Theft / Damage to property</b> – bag, clothes, money, property, books. Other:
<b>Bystander</b> – encouraging others to bully or witness without taking affirmative action
<b>Briefly outline what occurred in the alleged incident:</b>
<b>Witnesses:</b> (names only)

Action taken by teacher:

Gave this completed form to Student Co-ordinator	Spoke to Student Co-ordinator	Other:
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Teacher's Signature: \_\_\_\_\_

DATE: \_\_\_\_\_



# St Bede's Catholic College Appendix E

## ALLEGED BULLYING COORDINATOR REPORT

**Name of Student:** \_\_\_\_\_ **Reporting Teacher:** \_\_\_\_\_

**Class/Year:** \_\_\_\_\_ **Date/Time of Incident:** \_\_\_\_\_

**Names of Alleged Bullies:**

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Further information to be added to initial report from teacher:

Is there evidence that this behaviour is deliberate or planned?

Witness statements / information – what do they perceive as happened?

What is required to resolve this situation now and in the future?

**Indicate the investigative procedures carried out. Please circle:**

Interviewed student/s involved	Contacted parent of victim(s)	Contacted parents of alleged perpetrator(s)	Other:
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**After investigation, was the allegation of bullying substantiated? YES / NO**

If YES, please sign below and place a copy of this Analysis Tool into student(s) file, make an ALERT on the student (s) profile and refer the incident to Assistant Principal for further action.

If NO, please sign below and place a copy of this Analysis Tool into student(s) file, make an ALERT on the student (s) profile and refer to our school's Pastoral Care and Anti Bullying Policies for further action.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

When School Principals are deciding whether a school related incident involving assault, threats, harassment or intimidation is serious enough to warrant reporting to police, the factors set out below should be considered. Where one of the cited factors is at a significant level of seriousness, or more than one of the factors applies to the incident, The Principal should actively consider making a Police Report.

The following factors do not constitute a checklist or an exhaustive list. Principals are encouraged to seek further advice from a Police Youth Liaison Officer if they are uncertain about whether to report to the Police.

Factors to be considered when deciding whether a school related incident should be reported to the Police include:

- Did the assault or incident result in a visible injury such as a bruised face, split lip or swelling?
- Did the incident result in a participant complaining of pain or discomfort?
- Was the incident premeditated or planned?
- Was the incident recorded on a mobile phone or camera and then posted on a social networking site or broadcast to others?
- Was external assistance required to attend to one of the participants? E.g. an ambulance was called to the scene.
- Did the incident occur in the context of bullying, cyber-bullying, harassment, stalking or intimidation?
- Will the incident have a sustained impact on the school or its community? Did the incident significantly affect school routines or operations for a period?
- Is there a history of aggression by one or more of the participants, or is there a history of this conflict in the community?
- Has a staff member, parent or carer requested that you notify police regardless of your intention?
- Was a weapon involved? (If a weapon is involved, there is no discretion and the incident must be reported.) As noted in the Catholic Education Commission Memorandum to Diocesan Directors and Principals of Congregational Schools re Exchanging information between NSW Schools and the NSW Police Force: Advice for Principals. 14 October 2011 (Ian Baker, Director-Education Policy & Programs)



# St Bede's Bullying Survey

## Appendix G

Bullying is selective, repeated and uninvited behaviour. It can be: - verbal, physical, social, cyber or psychological - being a bystander and not taking action - damage to property These behaviours are harmful and deliberate in their intent.

1. Have you been bullied at St Bede's since returning to school or your last survey? Please tick

YES	NO

2. What type of bullying have you witnessed (either towards you or someone else at St Bede's?) Please tick

VERBAL BULLYING	
Name calling	
Comments about family	
Racism	
Threatening comments	
Comments about looks/appearance	

OTHER TYPES OF BULLYING	
Physical (pushing, tripping, hitting)	
Exclusion from a group (being left out)	
Group/Mob/Gang	
Cyber (Facebook, Instagram, Snap chat)	
Sexual	
Intimidation	

3. Where have you witnessed the bullying

Classroom	
Classroom verandas between lessons	
Yard during free time (recess/lunch)	
Bus lines	
Bus trip (to/from school)	

4. List the names of students in your year group who you think are bullies and who you think they are bullying

BULLY	BULLIED

5. Please take the time to write any specific comments about bullying in the space below. This may include an example of linking a victim with a bully and explaining exactly what happens.

6. How well do you think bullying is being dealt with at St Bede's? (tick)

Very well	Well	alright	poor	Very poor

7. If we can handle bullying better tell us how?