



Hearts and Minds

Connect

Talk & Listen,
Be There,
Feel Connected.

Be Active

Do What You Can,
Enjoy What You Do.
Move Your Mood.

Take Notice

Remember
the Simple
Things That
Give You Joy.

Keep Learning

Embrace New
Experiences.
See Opportunities,
Surprise Yourself.

Give

Your Time,
Your Words,
Your Presence.

Anti-Bullying Strategy

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MBC ANTI-BULLYING STRATEGY

In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued, and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing.

-National Safe Schools Framework 2011

Moreton Bay College is committed to providing a learning environment in which all students feel safe, valued and supported and where bullying is not tolerated. All members of the College community are required to honour and support this commitment.

To enshrine our commitment, Moreton Bay College has signed the *Kandersteg Declaration Against Bullying in Children and Youth* - a landmark international agreement about the nature and scope of bullying.

This anti-bullying strategy is a part of our Positive Behaviours Policy. This Policy provides practices which encourage our college community to create and value an environment in which students can achieve their academic and personal potential, assist students to develop a sense of personal integrity and responsibility to the College and themselves, and to care and show compassion for one another.

WHAT IS BULLYING?

The national definition of bullying for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

[Bullying No Way](#)

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features:

- it involves a misuse of power in a relationship
- it is ongoing and repeated
- it involves behaviours that can cause harm

TYPES OF BULLYING

Bullying is a complex social problem that can occur anywhere including home, work and school. Bullying can occur in person and online. It can be direct or indirect, overt or covert, and causes physical and/or psychological harm. It can be categorised in the following ways:

Verbal bullying which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion.

Physical bullying which includes hitting or hurting someone, shoving or intimidating another person, or damaging or stealing their belongings.

Social bullying which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

Cyber bullying which includes posting mean, offensive, threatening or abusive comments, rumours, tricking or humiliating through fake accounts, inappropriate tagging of images, sharing images of a person without consent that make them feel bad.

POPULATIONS AT GREATER RISK OF BULLYING

Although bullying is harmful to everyone, there are some young people in certain populations who are more likely to be at risk of bullying in Australia.

These include:

Young people from culturally and linguistically diverse communities. These students are often targets of bullying and cyberbullying because of stereotyping related to their cultural, religious, linguistic or racial background.

Aboriginal and Torres Strait Islander young people. A number of factors including discrimination, socio-economic disadvantage, and cultural differences contribute to higher rates of both bullying and cyberbullying for this group of young people.

Same gender attracted, intersex and gender diverse young people. Levels of bullying of young people who identify as LGBTQIA+ are as high as 65 percent. Other evidence suggests that intersex young people may also experience higher levels of bullying; however more research needs to be done here.

People with disabilities. Young people with disabilities are more likely to be the targets of bullying. Recent research shows that 62 percent of students identified with autism spectrum disorder reported they were bullied once a week or more often.

HOW SHOULD PARENTS AND CARERS RESPOND?

TARGET OF BULLYING	BYSTANDER	STUDENT DOING BULLYING
<p>If you are a target of bullying behaviour:</p> <ul style="list-style-type: none"> · keep a record of what has happened · tell someone-a friend, teacher, parent or carer · do not ignore it · If you are unable to talk to someone face to face seek anonymous advice from Kids Helpline either online or via phone on 1800 55 1800. <p>If the bullying is occurring online:</p> <ul style="list-style-type: none"> · use the 'Report Abuse' button on social networking sites - for advice about reporting and direct links to social network and online gaming reporting pages go to Social Media Services' Safety Pages (part of the Office of the Children's eSafety Commissioner website) · if possible, keep a copy or record of the bullying actions · do not respond or retaliate <p>If you are not in any immediate danger of being physically hurt and you feel confident enough:</p> <ul style="list-style-type: none"> · act unimpressed and pretend not to notice if you are excluded · try using 'fogging' to distract or discourage the person without making them annoyed - fogging means making a joke or funny comment that makes the other person think you do not care about what they say, or pretending to agree with them so they have nothing to bother you about. <p>NOTE: If the bullying is physical, if there are threats of physical abuse and/or it is causing serious harm (physical or emotional), consider calling the police.</p>	<p>If you have witnessed bullying behaviours towards others:</p> <ul style="list-style-type: none"> · report it: tell someone - a friend, teacher, parent or carer <p>Take action to help the target. For example:</p> <ul style="list-style-type: none"> · take them away from the bully · encourage them to report the actions and to seek help from a parent and/or teacher · offer to go with them to report and seek help · include them in your group · encourage them to report the bullying to the College using the online reporting tool · report the bullying yourself to a teacher or by using the online reporting tool. <p>Say or write something supportive to the target. For example:</p> <ul style="list-style-type: none"> · "I know you must feel pretty bad, but they are the one with the problem." · "Just ignore what they said; they are doing it to feel better about themselves." · "Do you want me to come with you to tell a teacher about this?" <p>Say or write something to the person doing the bullying. For example:</p> <ul style="list-style-type: none"> · "What you are doing is bullying!" · "Stop doing that!" · "That is hurtful and damaging!" <p>Do not join in and therefore make the problem worse by:</p> <ul style="list-style-type: none"> · participating in any harassing or hurting (physical or emotional) · reinforcing the bullying behaviour by encouraging, cheering or laughing, even if from a distance or when you hear about it later · resending or responding to messages or photos that may be offensive or upsetting to someone · being involved (either actively or passively) in harassing, teasing, or spreading gossip about others on social networking sites. 	<p>If you are engaging in bullying behaviours, take responsibility for any bullying behaviour you have engaged in by:</p> <ul style="list-style-type: none"> · accepting that you have caused hurt and distress for the target · reflecting on the inappropriate behaviour and how it may have denied another person the basic human right to feel safe · accepting any consequences issued by the College following a thorough investigation of the bullying situation. <p>Take steps to repair the damage caused by bullying by:</p> <ul style="list-style-type: none"> · telling a parent or teacher that you have used bullying behaviours · seeking help from College staff or an external agency to change your behaviour and learning how to develop positive relationships and manage conflict appropriately · apologise to the target (and others affected) when they feel comfortable to speak with you. This could also be done in writing.

HOW SHOULD PARENTS AND CARERS RESPOND?

TARGET OF BULLYING	BYSTANDER	STUDENT DOING BULLYING
<p>If your child has been a target of bullying:</p> <ul style="list-style-type: none"> · listen calmly to the whole story · assist in identifying whether the behaviours are bullying - ongoing and targeted hurtful behaviour - or an isolated incident · reassure your child that he/she is not to blame · ask your child what they want you to do and how you can help · find out what you can about the details - note what, when and where the bullying occurred, who was involved and if anybody else witnessed it · encourage your child not to fight back, but to respond by using neutral language or fogging · reinforce the importance of not watching or encouraging bullying of other students · contact the College and discuss with relevant staff (Primary: classroom teacher; Secondary: Head of House) a plan of action to support your child and resolve the bullying issues · give the College time to respond to the situation and to provide any further information that might assist College staff in responding fairly and thoroughly. <p>If the bullying is occurring online:</p> <ul style="list-style-type: none"> · help your child to report any abuse that has occurred via social networking sites · help your child to save copies of online bullying for evidence · help your child to block the person doing the bullying and ensure that their privacy settings are appropriate. <p>NOTE: If the bullying is physical, if there are threats of physical abuse and/or it is causing serious harm (physical or emotional), consider calling the police.</p>	<p>If your child has witnessed bullying:</p> <ul style="list-style-type: none"> · encourage your child to talk about what happened · let them know you understand their feelings and fears about what to do, and respect their feelings and the assessment of the situation · ask your child what they want you to do - avoid jumping in to solve the problem · encourage your child to report the bullying to a teacher or to use the online reporting tool. <p>Talk to your child about how to be a supportive bystander. If they feel safe and confident, encourage the following actions:</p> <ul style="list-style-type: none"> · walk away and report the bullying to a staff member · tell the person who is bullying to stop · tell the person who is bullying that their actions are hurtful and damaging · help the target to move to a safer place. <p>If your child does not feel safe enough to say anything, encourage the following actions:</p> <ul style="list-style-type: none"> · tell the person being bullied that bullying behaviour is not okay and they did not do anything wrong · offer to help the target report the bullying and seek help · report the bullying to a staff member or use the online reporting tool · invite the person who is being bullied to join their group · walk away as people who bully usually enjoy having others watch. <p>NOTE: If there is an immediate risk of danger to anyone involved, contact the school. Likewise, if after talking to your child about the situation they tell you that the bullying is continuing or increasing, contact the College.</p>	<p>If your child is bullying others:</p> <ul style="list-style-type: none"> · stay calm and focus on the behaviour and finding positive solutions · talk to your child about why bullying behaviour is inappropriate · try to understand the reasons why your child has used bullying behaviours - think about any issues or problems your child might be experiencing at school or home that may be impacting on their behaviour · avoid making excuses for your child's behaviour · encourage conflict resolution and social-emotional skills so that your child finds ways of managing relationships positively, as opposed to using dominance, control or exclusion · be prepared to work with the College to solve the problem and develop a plan that enables your child to repair damage caused by bullying · accept the consequences issued by the College following the response to the bullying situation · ensure your child does not hear criticism from you about the College's management of the issue. Take any concerns you have about the College's course of action directly to the staff you have been working with · if necessary, consider enrolling your child in an external program that helps children to manage their behaviour, learn appropriate social skills and relate in more positive ways to other people · seek professional help and support from an external agency if you feel that your child's bullying behaviour is part of a bigger behavioural or health problem.

HOW SHOULD STAFF RESPOND?

TARGET OF BULLYING	BYSTANDER	STUDENT DOING BULLYING
<p>If a student reports a bullying situation as a target or bystander:</p> <ul style="list-style-type: none"> · reassure the student that you will try to help them · listen non-judgementally, without minimising the issue · find a suitable place to talk, or make a time to discuss the problem privately · ensure that your voice is calm · listen without interrupting - use only encouraging questions and sounds to show you are listening · ask specific questions once you have heard the whole story · ask the student when, how and where the bullying happens, including: <ul style="list-style-type: none"> · What words have been said or written? · Has anyone has been physically hurt and how? · Who is usually around? · Who else have they told about this? · if it is happening online, ask if there is any evidence of what has happened · assist in identifying whether the behaviours are bullying - ongoing, targeted, hurtful behaviour - or an isolated incident · reassure the student it is never okay to be bullied and that it is not their fault that the other person is behaving in such a way · praise the student for speaking out, acknowledging that talking about bullying takes lots of courage · ask the student what they want you to do and whether they want you to do anything at this stage · if the student requests the College's assistance to stop the bullying, tell them you will now start the procedures to respond to their report · reassure them that the College takes all reports of bullying seriously and that you will get back to them as soon you can · check that the student feels safe in the short term in case preventative safety measures need to be taken · document the conversation and notify the DHOPS/HOP/DHSS/HOH as soon as possible · call the parents of the students as soon as possible to discuss the situation and a course of action. 	<p>If a student or parent reports bullying of a student:</p> <ul style="list-style-type: none"> · if the parent has communicated the report of bullying via email, acknowledge receipt of the report, express concern and forward the email to the DHOPS/HOP (Primary) or the student's HOH/DHSS (Secondary) · if the report has been communicated via phone or face to face, listen carefully and document the account · inform relevant staff (DHOPS/HOP/DHSS/HOH) of the details of the bullying report · relevant staff to contact the parent to discuss a course of action. 	<p>If a staff member witnesses a bullying situation</p> <ul style="list-style-type: none"> · take immediate steps to ensure the safety and wellbeing of all students involved · if necessary, diffuse the situation by separating the students involved or seeking support from another staff member · address the bullying behaviour immediately, reminding students about the expectations · stay calm, but speak firmly · make it clear you are aware of the bullying behaviour and that you will not allow the behaviour to continue · determine the full nature of the situation · document the incident · inform relevant staff (DHOPS, HOP, DHSS/ HOH) as soon as possible.
<p>Abbreviations:</p> <p>DHOPS: Deputy Head of Primary</p> <p>HOP: Head of Primary</p> <p>DHSS: Deputy Head of Secondary (Students)</p> <p>HOH: Head of House</p>		

THE ROLE OF THE BYSTANDER

Bystanders (i.e. those who witness bullying) are nearly always present when bullying occurs. Bystanders play different roles but very often do not intervene on behalf of the target of bullying. When bystanders opt to intervene to defend or support a student who is being bullied, the bullying often stops and victimisation can be reduced by approximately 50%.

The College expects that bystanders intervene by:

- reporting the incident
- supporting the student who is being targeted
- directly intervening when it is safe (i.e. when the bystander is confident the bullying will not be turned on them).

COLLEGE RESPONSE TO BULLYING

Moreton Bay College is committed to responding to all reports of bullying, in consultation with the student who is the target of the bullying behaviour and their parents/carers.

The aims of the Colleges' response to bullying incidents are to:

1. restore a positive learning environment for all students;
2. avoid escalation of issues or causing more harm;
3. repair the relationships between the students involved.

Effective responses to bullying require collaboration from all stakeholders in the Moreton Bay College community. Students, parents, carers and staff have a responsibility to ensure that bullying situations are managed appropriately. The College recommends a set of actions for each stakeholder group if bullying situations arise.

COLLEGE ACTIONS TO PREVENT BULLYING

The College acknowledges that it has a pivotal role to play in minimising the incidence of bullying and appropriately managing any bullying situations that arise at school. The College is committed to the following strategies:

- updated and reviewed policies to ensure a whole-school approach
- shared understanding of the definition of bullying
- zero tolerance of bullying

- a whole-school approach to wellbeing that promotes positive relationships and a supportive environment (i.e. Hearts and Minds)
- acknowledgement of positive behaviour (e.g. with Positive Behaviour slips)
- highlighting and celebrating diversity within the school community (e.g. at Assembly)
- taking a proactive approach by educating students about bullying and the different roles of people involved in bullying (e.g. definition and different forms of bullying; bystanders, upstanders)
- use of models that promote kindness (e.g. the THINK strategy)
- teaching social-emotional and conflict resolution skills
- finding opportunities to explore bullying through the curriculum
- ongoing staff professional development to ensure:
 1. clear recognition of what does and what does not comprise a bullying situation
 2. knowledge of how to respond
 3. effective classroom management to ensure that classrooms are safe spaces for students
- implementation of restorative practices
- explicit instructions about reporting processes
- responding appropriately to every report of bullying
- thoroughly investigating bullying situations
- surveying and tracking the incidence of bullying (e.g. Pulse and internal tracking)
- promoting the importance of reporting
- anonymous online reporting tool
- continued awareness building through newsletters, assemblies, focus days/weeks (e.g. National Week of Action Against Bullying) and public forums
- proactive teacher interventions
- pastoral support offered to students harmed by bullying
- counselling offered to students whose mental health has been impacted by bullying
- ongoing monitoring of those involved in a bullying situation

CONSEQUENCES

Following the completion of an investigation into the bullying of a student the College will implement appropriate measures which could include one or more of the following:

- Restorative practice
- Monitoring of student(s) involved
- Counselling
- A signed agreement between the person responsible for the bullying and the College about future behaviour expectations
- A signed agreement (following a restorative process) between the person responsible and the person harmed about the nature of future interactions
- Involvement of outside agencies (e.g. restorative conference facilitator, police or anti-bullying expert)
- Suspension
- Termination of enrolment

Further Information:

For more information about bullying and how to prevent it, please contact the College or visit the following websites:

www.bullyingnoway.gov.au

www.stopbullying.gov

www.kidshelpline.com.au

www.esafety.gov.au www.ncab.org.au

www.headspace.org.au

When educating the minds of our youth,
we must not forget to educate their hearts.
- Aristotle

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