



Anti-Bullying Policy

Purpose	The purpose of this policy is to protect students from bullying and to respond appropriately should bullying occur.
Scope	This policy applies to Brisbane Boys' College students. BBC employees, volunteers and contractors are bound by the requirements of the PMSA Code of Conduct and associated policies.
References	<ul style="list-style-type: none"> • Disability Discrimination Act 1992 • Education (Accreditation of Non-State Schools) Act 2017 • Education (Accreditation of Non-State Schools) Regulation 2017 • Education (General Provisions) Act 2006 • Privacy Act 1988 • Racial Discrimination Act 1975 • Racial Hatred Act 1995 • BBC Anti-Bullying Student Protocols • BBC Student Acceptable Use of Technology Policy • BBC Student Anti-Discrimination Policy • BBC Student Behaviour Expectations Policy • BBC Student Disability Policy • BBC Social Media (Student Usage) Policy • BBC Privacy Policy • Guidelines for Responding to Student Expectations – Junior School • Guidelines for Responding to Student Expectations – 7-12 • Tablet PC Program Agreement Years 7 to 12 • 1-1 Device Program Agreement Years Prep to 6 • PMSA Child Protection Policy
Review Date	Brisbane Boys' College adopts a cyclic review process for policies and procedures taking into account new legislation, changes to the College's operations and practices and other relevant considerations.
Policy Owner	Deputy Headmaster – Head of Senior School and Student Wellbeing P-12

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ALWAYS refer to the electronic copy available on the BBC website for the latest version.

1.0 Policy Statement

At Brisbane Boys' College our students have the right to learn in a supportive, caring and safe environment without the fear of bullying, harassment, intimidation or victimisation. At BBC diversity is valued and all members of the school community should feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing.

2.0 Principles

The basic principles underlying the policy are:

- Every individual has value in a community
- Every individual has the right to feel safe from bullying or harassment in all its forms
- Every conflict can be resolved. Victims and Aggressors both need help to resolve conflict
- Every individual in a community is responsible for the safety of other individuals in that community
- Every individual in a community is responsible for ensuring that other individuals in that community can reach their potential in a supportive and non-threatening environment.

3.0 What is Bullying¹?

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).

3.1 Types of Behaviour

There are four broad categories of bullying:

- **Direct (overt) physical bullying** which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- **Direct (overt) verbal bullying** which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, culture, or religion
- **Indirect (covert) bullying** This form of bullying includes subtle social bullying, usually intentionally hidden, and can be almost impossible for people outside the interpersonal interaction to identify. Indirect, or covert bullying can include spreading rumours, gestural or mimicking, threatening, blackmailing, playing nasty jokes to embarrass and humiliate, gossiping, criticising clothes and personalities, threatening looks, whispering, social exclusion e.g. restricting where a person can sit and who they can talk with, encouraging others to socially exclude someone or damaging someone's social reputation and social acceptance.
- **Cyber-bullying** occurs where someone bullies another person or group online (e.g. on a social networking site) or by sending emails or messages using a phone or computer with the intent to harm the person or group. Examples of cyber-bullying can include:
 - sending insulting or threatening messages

¹ <https://bullyingnoway.gov.au/WhatsBullying/DefinitionOfBullying>

- sending or posting nasty, embarrassing messages or inappropriate images on social networking sites
- sharing someone's personal or embarrassing information online
- creating hate sites or starting social exclusion campaigns on social networking sites
- sharing unflattering or private images, including naked or sexual images
- inappropriate image tagging
- assuming the identity of the other person online and representing them in a negative manner or manner that may damage their relationship with others

In certain circumstances cyber-bullying may be a crime under Queensland and/or Commonwealth law.

Any allegations of behaviour which may constitute cyber-bullying will be addressed under the BBC Social Media (Student Usage) Policy.

3.2 Harm – Child Protection Act 1999

If the bullying incident amounts to harm under Section 9 of the *Child Protection Act 1999*, then the matter must be dealt with under the PMSA Child Protection Policy.

4.0 What Bullying is Not

There may be inappropriate behaviours which, although distressing to those involved, do not constitute bullying under this policy. However, this does not lessen the seriousness of an incident, or the subsequent consequences should the behaviour be found to be unacceptable to the College under another BBC policy. Behaviours that may not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- single incidents of meanness or spite
- isolated incidents of aggression, intimidation or violence.

Low level conflict between students such as occasional differences of opinions, problems in interpersonal relationships or disagreement with decisions is generally not considered to be bullying. However, where a student holds concerns that a situation or the behaviour of another student may in time become bullying behaviours, he should seek assistance from his classroom teacher or Year Team Leader to implement proactive resolution options that promote ongoing respectful and constructive interactions.

Where there is an allegation that a student is subjected to other inappropriate behaviours, such as discrimination, including discriminatory harassment or violence these allegations will be addressed under separate BBC policies.

If the behaviour involves violence, for example physical assault or the threat of physical assault reporting the matter to police may be considered.

5.0 Signs of Bullying²

Each student who has been bullied or is bullying others will respond and act differently. However, a student's behaviour and moods can change for a variety of reasons, and it is important teachers and parents/carers need to be alert to the possibility that the change in behaviour and moods is related to bullying.

2 Source: Rivers, I., Duncan, N., & Besag, V. E. (2009). *Bullying: a handbook for educators and parents*. Lanham, MD: Rowman & Littlefield Education

Below is a list of behaviours which may indicate possible signs that a child is involved in bullying.

5.1 Behaviours in children in Junior School (Prep – Year 6)

Being bullied

- Increased quietness
- Withdrawal from family interaction
- Visible sadness
- Withdrawal from friends and from activities once enjoyed
- An increase in days off school (complaints of headaches and stomachaches)
- Poor school performance (drop in grades)
- Loss of appetite
- Sleep disturbance (including bed wetting)
- Only uses bathroom at home (school bathrooms are places where lots of bullying takes place away from the view of teachers)
- Torn clothes or unexplained cuts and bruises
- Requests for extra money for lunch or additional allowance
- Letters from school enquiring about homework that is reported lost, or reporting behavioural problems such as fights with other students

Bullying others

- Changes in friendship groups (particularly the loss of a friendship group)
- Expressing a dislike of school and teachers
- A desire to 'show off'
- Acquisition of items or goods that could not have been bought without parental knowledge
- Unexplained outbursts of anger
- Becoming easily frustrated
- An unwillingness to do homework
- Hitting or trying to dominate younger brothers or sisters

5.2 Behaviours in young people (Years 7-12)

Being bullied

- Unspecified headaches, stomach-aches (frequent requests to stay at home)
- Outbursts of anger
- Unexplained cuts and bruises, torn and mud-splattered clothing
- Hitting out, flinching
- Tiredness (often linked to sleep disturbance)
- Loss of appetite
- Unexplained crying
- Unwillingness to walk or travel to school alone
- Avoidance of students once classed as 'friends'
- Staying at home on evenings and at weekends
- Stealing money
- Staying late at school (to avoid encounters with students outside of school)
- Becoming introverted, sullen and self-effacing
- Expressing self-doubt
- Greater uneasiness with expressing physical affection

- Becoming easily distracted, forgetful (an indication that they are preoccupied with something else)

Bullying others

- Changes in friendship groups (particularly the loss of a friendship group)
- An unexplained but overall decline in grades
- Expressions of disaffection with school
- Desire to 'show off', especially in front of others
- Ownership of items or goods that could not have been bought without parental knowledge
- Expressed anger or irritation with fellow students (including making disparaging comments about them or threatening to hit them)
- Frustration with homework
- Domination or subjugation of siblings

6.0 Responsibilities

Brisbane Boys' College acknowledges its responsibility to:

- Raise awareness of bullying and how the College will respond to it
- Take action to help prevent bullying
- Implement a reporting mechanism for students and parents
- Educate students and parents on how to respond to bullying and how to report it
- Educate employees on how to appropriately respond to bullying
- Investigate and act upon all reports of bullying, including providing appropriate support and consequences
- Ensure that all staff are aware of the procedures to follow when responding to incidents of student bullying, and that these are regularly reviewed and updated if necessary.

Employee Responsibilities

At Brisbane Boys' College employees have a responsibility to:

- Uphold and consistently apply this Policy
- Respond appropriately to reports of bullying, including by investigating and acting upon reports of bullying, and by providing appropriate support and consequences in accordance with the relevant BBC policy.

Parent Responsibilities

Parents have a responsibility to:

- Encourage their son not to bully others
- Encourage their son to report bullying to themselves or others
- Encourage their son to take steps to stop bullying as directed under the BBC Student Behaviour Management Guidelines.

Student Responsibilities

At Brisbane Boys' College students have a responsibility to:

- Not engage in bullying behaviour towards others
- Report bullying occurring to them or others to a trusted senior student, teacher, Year Team Leader, or other staff member or anonymously via the BBC Bullying Action Report available under 'Policies' on the BBC website

- Take steps to stop bullying as directed under this Policy and the BBC Student Behaviour Expectations Policy

7.0 Initiatives for dealing with Bullying

7.1 Bullying Reference Group

BBC has adopted a whole school approach by establishing a Bullying Reference Group (BRG) to operate within the Junior, Middle and Senior Schools to address matters of a bullying nature. This group consists of a number of senior staff members who work closely with the Head of Junior School (Prep-Year 6) and the Deputy Headmaster - Head of Senior School and Student Wellbeing (P-12). The BRG members investigate possible bullying incidents, then make a report detailing recommendations to the Head of Junior School, Head of Middle School or Deputy Headmaster - Head of Senior School and Student Wellbeing (P-12).

7.2 Education and Prevention

Employees, parents, carers and students are to be made aware of this policy. Regular professional development of staff on the topic of bullying will take place.

Preventative programs are to be conducted through the College's Wellbeing Program and will be used to educate students on bullying issues and to aid in the prevention of bullying issues. The College will also incorporate Peer Mediation into the prevention strategies.

BBC has also introduced a Bullying Action Report to allow students or parents to submit reports anonymously to members of the BRG. The Bullying Action Report is available via the Bullying Action Report – Online Submission under 'Policies' on the BBC website.

7.3 Intervention

The Brisbane Boys' College Anti-Bullying Policy is designed to support our entire community. Students, staff and parents who are aware of bullying, are urged to initiate action through the College reporting system by contacting the relevant Year Team Leader, the School Sergeant, or a member of the College Executive. Action taken will be by mutual agreement with the victim, after full discussion.

Any victim of bullying is urged to feel empowered to seek help and, by collaboration with staff and others, confront the influence of any bully.

Regular surveying of students will take place, to identify significant bullying issues within the College that may ordinarily go unnoticed by staff members (refer Section 3 – What is Bullying above). Within this process, it is possible to identify those students who are victims of bullying and those who may be perpetrators. The College will provide support and further education to the victim/s and aggressor/s. For example, students who are aggressors may need proactive assistance with their Emotional Quotient, their Character and/or their Social and Emotional Intelligences to develop appropriate interpersonal skills.

8.0 Protocols for reporting and responding to incidents of student bullying

Please note – due to the various and at times extenuating circumstances that are part of any behavioural incident, the following are to be read as guidelines only.

The College has a 'no-blame' approach to dealing with bullying. The aim of the BRG and Anti-Bullying policy is to have the bullying behaviours cease, rather than just taking punitive measures against the perpetrators, although that does not preclude punitive action should the bullying behaviours persist.

For any incidents of possible bullying, a member of staff or senior student will deal with the problem on the spot, in order to defuse the immediate conflict. Once the immediate issues have been dealt with, the following steps should be taken.

8.1 Identification

A student, parent or staff member reports suspected bullying to the Year Team Leader, School Sergeant, or by submitting an online Bullying Action Report which is available via the 'Policies' page on the BBC website. If the incident is identified as bullying in nature, members of the Bullying Reference Group (BRG) then implement the anti-bullying protocols.

8.2 Initial Interview

Members of the BRG interview witnesses, the victim and the aggressor separately, recording the details of the incident in written interview notes. The interviewers make all parties aware of the bullying strategy and policy and then discuss the issues surrounding the particular incident. The interviewers work with the involved parties to devise strategies for conflict resolution. The interviewers attempt to reach a position where all parties are satisfied with the outcome i.e. the victim feels secure, and the bully is prepared to modify his behaviour in future. The victim understands that any further bullying must be reported immediately.

The strategy at this stage is not to apportion blame, or to punish but to support the victim and make the aggressor aware of the College's policy and of the consequences if the behaviours do not change.

8.3 Recommendations

After the interview is completed, the interviewers enter the details into the student's file in Teacher Kiosk making sure to attach the interview notes, Incident Report and any other relevant information. The interviewers inform the Deputy Headmaster, Head of Middle School or Head of Junior School of the suggested recommendations, which the Deputy Headmaster, Head of Middle School or Head of Junior School will consider (in consultation with the Year Team Leader if required) to determine the appropriate course of action. If a student is involved, the Year Team Leader and parents will be informed by the Deputy Headmaster, Head of Middle School or Head of Junior School.

8.4 Repeat Incident

If the person does not stop the bullying behaviours, further sanctions may be imposed. These could include, but are not confined to:

- Behavioural probation
- Reflection
- Exclusion from certain areas of the school premises
- Suspension from the extra-curricular activity where the incident occurred
- Internal Suspension

- Major fixed term suspension
- Permanent exclusion

Refer to Appendix A - Protocol Flowchart

9.0 Breaches

Breaches of this policy will be managed under the BBC Student Behaviour Expectations Policy.

10.0 Resources

The following **resources** provide information for teachers, parents, students and the broader community about creating safe online and offline environments.

Australian Student Wellbeing Framework

[The Australian Student Wellbeing Framework](#) is based on evidence that demonstrates the strong association between safety, wellbeing and learning in Australian schools.

E-Safety Commissioner

The [eSafety Commissioner](#) (eSafety) is Australia's national independent regulator for online safety.

Bullying No Way!

[Bullying No Way!](#) is an educational website for Australian school communities and the general public. As well as providing information for individuals, the website provides online curriculum and other resources to support the bullying prevention work of schools. Cyber-safety resources and information aimed at children, parents and teachers are provided on the website.

The Alannah and Madeline Foundation

The [Alannah and Madeline Foundation](#) is a national charity keeping children safe from violence and its devastating impact. The foundation runs innovative programs and initiatives such as - Children Ahead, Buddy Bags, National Centre Against Bullying, e-Smart Schools, e-Smart Libraries and e-Smart Homes.

11.0 Review and Version Control

Version	Authorising Officer	Approval Date	Effective Date	Change History/Superseded Documents	Next Review Date
1	BBC Executive	01/02/2016	1/02/2016	New policy endorsed by BBC Executive	1 st January 2018
2	BBC Executive	20/03/2020	20/03/2020	References to roles reviewed to ensure consistency with new BBC organisational structure.	1 st February 2022
3	Deputy Headmaster – Head of Senior School and Student Wellbeing (P - 12)	01/02/2022	01/02/2022	Scheduled review – no changes	1 st February 2024

Appendix A - Protocol Flowchart

