Student Welfare and Behaviour Management Program

Program Overview

The Penrith Anglican College Student Welfare and Behaviour Management Program brings together policies and procedural guidelines, which form the scaffold of the College's commitment to student positive behaviour, wellbeing and safety.

The Program document includes the following sections;

Section 1   Student Wellbeing Rationale, College Values and the Rights, Responsibilities and Expectations of the College Community
Section 2   Discipline Policy and Procedural Guidelines
Section 3   Alcohol and Drug Consumption Policy and Procedural Guidelines
Section 4   Assault Policy and Procedural Guidelines
Section 5   Bullying Policy and Procedural Guidelines
Section 6   Cyber Safety Policy and Procedural Guidelines
Section 7   Uniform Policy and Procedural Guidelines

This program applies to ALL members of the Penrith Anglican College Community.

Members of the Penrith Anglican College Community include students, staff, parents, carers and other family members, members of the College Council, volunteers, contractors and visitors to the College.

Relevant Legislation and Obligations
- Education Act (1990)
- Work Health and Safety (WHS) Act (2011)
- NSW Children and Young Persons (Care and Protection) Act(1998)
- NSW Antidiscrimination Act (1977)
- Racial Discrimination Act (1975)
- NESA Registration Manual Guidelines

In implementing the Student Welfare and Behaviour Management Program, no student or other person is to be discriminated against, harassed or victimised on any grounds as required by legislation.

Section 1 – Student Wellbeing Rationale & Program, College Values and the Rights, Responsibilities and Expectations of the College Community

1.1 Student Wellbeing Rationale & Program

At Penrith Anglican College, we believe that caring for and developing the whole child within an environment of Christian care is essential. As well as nurturing excellence in academia, sport, the performing and creative arts, the College highly values the wellbeing of its students. We believe that humans are made in the image of God (Genesis 1:26), and so all human life is valuable, deserving of care and respect. We believe that humans were created to be in relationship with God and with each other.

Motivated by the example of our Lord and Saviour Jesus Christ, our ultimate model, we encourage students to value themselves, relationships with others and ultimately their relationship with God.

The underlying theme at the College is "Personal Excellence in Christ."
This involves exploring the concept of a well-rounded education including all aspects of the human context including the physical, mental, emotional and spiritual. In pursuing excellence in these aspects according to how God has gifted each of us, we acknowledge and honour our Creator in the process. It is our hope that each student will aspire to challenge themselves, grow in this process and come to a knowledge and understanding of Christ as Lord and saviour.

Excellence in Education
The ultimate goal of an excellent education must be more than preparation for a vocation and economic participation. At the College, we aim to equip our students to be able to flourish as human beings both during their time at the College and into the future. In order to best promote human flourishing, we focus on individual and corporate wellbeing.

Wellbeing
Wellbeing is a multifaceted phenomenon that includes things such as relationships, resilience, meaning, positive emotions, engagement and physical health. Wellbeing is of critical importance as it shapes and equips our students for their future in their personal growth and development, and in serving Christ. Evidence shows that the skills and mindsets that make up wellbeing can be explicitly taught[1]. At Penrith Anglican College, we seek to equip all our students through involvement in an age appropriate, structured, Christian approach to wellbeing. We aim to equip students to better understand and value themselves and others, demonstrate resilience, behave ethically and employ a benefit mindset[2].

At Penrith Anglican College we believe the most effective way we can systematically equip our students to strengthen their wellbeing for a flourishing life is through implementing an evidence based Pre K-12 Positive Education framework. Positive Education is an umbrella term, which encompasses the science of positive psychology in conjunction with the best practice in teaching and learning within an educational setting[3]. It encourages educators to look at the whole child, helping students to develop holistically through a proactive approach[4] building on the capacities God has given humans. Examples of such areas for students to develop in are described in the Student Wellbeing Program as follows over page.

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[1] Seligman, M.E.P. (2011) Flourish: A visionary new understanding of happiness and well-being. North Sydney, Australia: Random House Australia.
[2] Buchanan, A. & Kern, M. L. (2017). The benefit mindset: The psychology of contribution and everyday leadership. International Journal of Wellbeing, 7(1), 1–11. doi:10.5502/ijw.v7i1.538.
[3] Green, S., Oades, L.G. & Robinson, P.L. (2011) Positive education: Creating flourishing students, staff and schools. InPsych, April. Retrieved from www.psychology.org.au/publications/inpsych/2011/april/green
[4] Waters, L. (2011) A review of school-based positive psychology interventions. The Australian Educational and Developmental Psychologist, 28: 75-90.

STUDENT WELLBEING PROGRAM

Aim: We aim to encourage and equip students to be their best in order to do their best for God's world.

Goals: In their experience at the College, we want our students to:

Know and value themselves

Have a high level of self-awareness and to value themselves as a person made in the image of Christ. Through Mentor Groups, Christian Living Classes, Positive Education Classes and Chapel, concepts and practices students investigate include: emotions, mindfulness, growth mindset, hope, resilience and physical health.

"*I praise you because I am fearfully and wonderfully made;*
  your works are wonderful,
I know that full well." Psalm 139:14

"*For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in*
  advance for us to do." Ephesians 2:10

Know and value others

We aim for students to build positive relationships and to establish authentic connections, learning from the relationships modelled by Jesus Christ. Concepts and practices to equip students include: engagement, realistic thinking, communication and positive friendships.

[34] "*A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another.* [35] *By this all people will know that you are my disciples, if you have love for one another".* John 13:34-35

Serve the wider community

We aim for students to want to give and serve others in the wider and global community, inclusive of being good stewards of the Earth. Concepts and practices covered that equip students include: meaning and purpose, benefit mindset and service.

"*He has told you, O man, what is good; and*
what does the Lord require of you
 but to do justice, and to love kindness,
and to walk humbly with your God?" Micah 6:8

The College seeks to provide opportunities to achieve these goals through specific programs as outlined below.

Annual Theme
(eg Character, Resilience, Grit)
Wellbeing Programmes

Pre K - K	1-2	3-4	5-6	7-8	9	10-12
Understanding Me		**Grow**	**Positive Education**		**Challenge**	**Inspire**
Labelling and talking about Emotions	**Bounce Back**		**Positive Education Classes** (explicit, evidence based positive education) **Years 5-6 Be a HERO!** (Building student hope, efficacy, resilience and optimism)		**Special Events and opportunities** Guest speakers, involvement in external programs and opportunities.	
Cyber Safety & Online Etiquette Talks						
Class based nurturing and encouragement				**Mentor Group Program** (incorporating Positive Education Toolkit) **CEP Program (Challenge, Explore and Prepare) -** Year group specific outcomes and needs which build towards the goal of equipping our students to be their best and do their best for God's world.		

In spite of a wellbeing program and an environment that aspires to nurture and grow students as positive contributors to the College community some students need assistance and intervention in order to understand that certain behaviours do not contribute to the good of the College community. These behaviours are contrary to its values and disregard the rights and responsibilities of other members of this community.

Consequently, the College seeks to manage such behaviours and restore back into community (wherever possible), those students who, from time to time, need guidance in understanding how to live and learn in community with others.

1.2 Penrith Anglican College Values

Penrith Anglican College stands for personal excellence and a progressive approach to learning, preparing students for the future and a life of purpose through Christ. At the College, every student is encouraged to strive for personal excellence through Christ, secure in a supportive and caring environment and safe to grow as forward thinkers. Penrith Anglican College's inclusive and nurturing community is the heartbeat of the College's daily life.

Members of the Penrith Anglican College Community are expected to uphold the values of the College. Our values are:

- Personal Excellence – in your academic work, extracurricular, sporting and other personal endeavours, preparing for a life of purpose through Christ
- Caring and Nurturing Others – building positive relationships based on accepting and serving others
- Respect and Courtesy– for all members of the community
- Pride – in yourself, and the way you represent the College
- Personal Responsibility – being accountable for your words and actions;
- Integrity – honesty and candour in all of your dealings, developing relationships based on trust
- Tolerance and Inclusion – of all members of the Penrith Anglican College community

These values should be applied to the way in which staff, students and other College Community members conduct themselves not only while at the College but also while out in the broader community.

1.3 Rights and Responsibilities of the College Community

Students, staff and other members of the College Community have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. Students, staff and other members of the College Community are expected to observe and uphold this statement of rights and responsibilities;

Students, staff and other members of the College Community have the right to:	*It is the responsibility of students, staff and other members of the College Community to:*
- Be part of a safe and supportive environment that is conducive to all reaching their full learning or working potential. - Be treated with respect, courtesy and kindness. - Be an active part of, and contribute positively to the community. - Be treated fairly and justly. - Have their human rights, and other legal rights respected.	- Enable others to learn and work in a safe and supportive environment. - Follow College policies, procedures and the directions of teachers and other staff at all times. - Treat others with respect, courtesy and kindness. - Represent the college well in the community. - Accept and consider the consequences of your actions. - Respect the human rights and legal rights of others.

1.4 Expectations of the College Community

With these rights and responsibilities in mind, these are the expectations of members of the College Community;

1.4.1 **Students** are expected to participate in the implementation of this program by;

- familiarising themselves with this policy and following relevant guidelines where applicable
- participating actively in the College's education program
- attending College daily, arriving at College and class on time, prepared and ready to learn
- taking responsibility for their own behaviour and learning
- demonstrating respect for themselves, other members of the College community, the property of others and the school environment
- valuing the interests, ability and culture of others
- behaving in a manner that respects the rights of others, including the right to learn
- negotiating and resolving conflict with empathy
- dressing appropriately by complying with the College uniform expectations
- cooperating with staff and others in authority

1.4.2 **College Staff** are expected to participate in the implementation of this program by

- familiarising themselves with this policy and following relevant guidelines where applicable
- demonstrating respect for themselves, other members of the school community, the property of others and the school environment
- valuing the interests, ability and culture of others
- behaving in a manner that respects the rights of others
- handling matters of discipline in an unbiased manner

1.4.3 **Parents and Carers** are expected to participate in the implementation of this program by;

- familiarising themselves with this policy and following relevant guidelines where applicable
- ensuring the regular attendance of their child at the College as required by the *NSW Education Act 1990*
- showing an active interest in their child's education and progress
- cooperating with the College to achieve the best outcomes for their child
- supporting College staff in maintaining a safe and respectful learning environment for all students
- maintaining constructive communication and relationships with College staff regarding their child's learning, wellbeing and behaviour
- contributing positively to any welfare or behaviour management plans that concern their child.

1.4.4 **College Management** are expected to participate in the implementation of this program by;

- familiarising themselves with this policy and following relevant guidelines where applicable
- providing safe and supportive working and learning environments
- providing inclusive and engaging curriculum and teaching
- initiating and maintaining constructive communication and relationships with students and parents
- promoting the skills of responsible self-management
- maintaining accurate records of student attendance, academic development and welfare

1.4.5 **Other members of the College Community** are expected to participate in the implementation of this program by;

- familiarising themselves with this policy and following relevant guidelines where applicable
- cooperating with staff and others in authority
- behaving in a manner that respects the rights of others
- upholding their responsibilities in relation to this program

Section 2 – Discipline Policy and Procedural Guidelines

2.1 Discipline Policy

Penrith Anglican College is committed to developing a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Discipline is necessary to ensure the safety and wellbeing of all our students, staff and other members of the College Community. This Discipline Policy sets the framework through which Penrith Anglican College manages student discipline.

2.2 Discipline Procedural Guidelines

2.2.1 Strategies

Strategies for developing a culture of positive behaviour and welfare of students include:
- setting and clearly communicating behaviour expectations and College rules
- establishing specific teaching and learning programs
- communicating expectations with the wider College Community
- acknowledging positive behaviours in a range of ways from informal verbal to a structured award program
- maintaining records with respect to student welfare and behaviour

2.2.2 Consequences of breaching the Behavioural Expectations

Student behaviour that does not comply with the expected standards is not acceptable. Consequences are applied to:
- provide the opportunity for all students to learn, reflect upon and change behaviours
- ensure the safety of staff, students and other members of the College Community
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their action.

These guidelines are based on principles of procedural fairness, the hearing rule, the right to an unbiased decision and prohibit the use of corporal punishment of students. The College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of College Community members will be considered at all times.

Discipline is necessary to ensure the safety and welfare of all members of the College Community and to provide a conducive learning and working environment.

The College has developed the following age appropriate behavioural guidelines so each member of the College Community is aware of the expectations of behaviour and the resulting consequences if the guidelines are not followed.

2.2.3 Primary School Student Behavioural Procedure

Penrith Anglican College stands for personal excellence and a student-focused approach to learning, preparing students for the future and a life of purpose through Christ. At the College, every student is encouraged to strive for personal excellence through Christ, secure in a supportive and caring environment and safe to grow as forward thinkers. Penrith Anglican College's inclusive and nurturing community is the heartbeat of the College's daily life.

Members of the Penrith Anglican College Community are expected to uphold the values of the College.

These values should be applied to the way in which staff, students and other College Community members conduct themselves not only while at the College but also while out in the broader community.

Expectations

All members of the College Community are expected to value others and be responsible for their actions.

Penrith Anglican College students are expected to:

1. Respect themselves
   - Take responsibility for their own behaviour and learning
   - Attend the College daily, arriving at the College and class on time prepared and ready to learn
   - Participate actively in College life
   - Work to the best of their ability, setting a high personal standard when completing class work

2. Respect others
   - Value the interests, ability and culture of others
   - Negotiate and resolve conflict with empathy
   - Behave in a manner that respects the rights of others, including the right to learn
   - Interact positively with staff and fellow students by being polite, courteous and engaging with them in a constructive manner
   - Follow all instructions given by staff

3. Respect the College environment
   - Comply with the College uniform expectations
   - Stay within the set boundaries at recess and lunchtime
   - Treat College property with care

Support

Building strong and positive relationships are at the centre of our behaviour management practices. These practices:

- Focus on relationships and how people are affected
- Involve building strong, co-operative, mutually respectful relationships
- Involve reflection and communication
- Recognise mistakes as opportunities for learning
- Seek to restore damaged relationships
- Accept that sometimes we cannot get to the ultimate truth
- Focus on the future and how to make things right

The Student Wellbeing Team at Penrith Anglican College Primary School includes:
- Stage Co-ordinator
- College Counsellor
- Head of Primary School
- Director of Student Wellbeing
- Deputy Principal
- Principal

Rewarding and Encouraging Positive Behaviour and Achievement

Each Classroom Teacher can have their own reward system to acknowledge and encourage positive behaviours of students.

The John Lambert Award acknowledges that a student has made an exceptional effort to develop a broad range of interests and abilities. Students receive points for different activities they have been involved in and for the manner in which they have participated. Staff enter these points into Edumate.

Points can be achieved in the 5 following areas – This applies directly to Year 6 but it is helpful to look at student behaviour and efforts across a wide range of activities even in other years:
- Academic / Classroom
- Sport
- Performing Arts and other Co-curricular Activities
- Community Service (external to the College)
- Citizenship and Fellowship

The levels of achievement at which effort will be recognised are:
- 15 points – Teacher's Award.
- 30 points – Principal's Award.
- 35 points – John Lambert Award (40 points in Year 6).

Presentation Night Awards are also a way that positive student behaviours and achievements are recognised.

Student information:
Information is available to students through:
- Posters promoting Behaviour in the Primary School (Above, Below and Bottom Line)

Support for Staff:
- Teacher Guide for entry of John Lambert Points on Edumate
- Regular reminders emailed to staff to encourage them to enter John Lambert Points
- Tallies of John Lambert points can be obtained via Stage Co-ordinators

Consequences for Poor Behaviour
When a student displays poor behaviour that does not meet student behavioural expectations, the College is committed to:
- Developing students' self-discipline
- Developing students' understanding that there are consequences for their actions
- Providing the opportunity for students to make restitution
- Seeking to find the truth, accepting that sometimes we cannot get to the ultimate truth
- Supporting students to make better choices about their behaviour in the future

Students are expected to be self-disciplined and to accept the consequences of their actions. Teachers should be correcting and guiding students through verbal warnings and the like before issuing a detention (dependent on the infringement). All significant consequences given to students are subject to the approval of the College Principal.

The following consequences may result from students not fulfilling behavioural expectations

Teacher Detentions
Actions that result in this could include:
- Non-compliance with the expectations of behaviour for the classroom eg. disturbing others in class, consistently being out of seat
- Disobedience / failing to follow teacher instructions
- Lateness to class without permission
- Non-compliance with the expectations of behaviour for the School at Assemblies and Chapel
- Disrespectful behaviour towards others eg. name calling, making faces
- Breach of the Hands Off rule
- Offensive language

Removal of Technology
Actions that result in this could include:
- Breach of the College IT Policy
- Use of phone without teacher permission

Head of Primary/Stage Co-ordinators Detentions
Actions that result in this could include:
- Continued non-compliance with behavioural expectations
- Continued disobedience of teacher instructions
- Non-compliance with the expectations of behaviour for the College at Assemblies and Chapel
- Disrespectful behaviour towards others
- Uniform: three breaches issued within the same term
- Repeated failure to report for a lunchtime detention
- Breach of the Hands Off rule

Behavioural Card
Actions that result in this could include:
- Continued 'Below the Line' behaviour
- Ongoing disrespectful behaviour towards others

Suspension (Internal or External)
Actions that result in this could include:
- Fighting or physical abuse
- Verbal abuse towards other students or staff
- Offensive language directed at others
- Bullying
- Harassment
- Stealing
- Significant or repeated breaches of the College IT Policy
- Antisocial behaviour whilst wearing College uniform, whether in the wider community or at College events

Provisional Enrolment
Actions that result in this could include:
- Ongoing 'Bottom Line' behaviour
- Ongoing disrespectful behaviour towards others
- Ongoing failure to improve in attitude towards others and follow teacher instructions
- Ongoing failure to attempt work to an acceptable standard

Expulsion
- Ongoing and persistent breaches of College Behavioural Expectations
- A significant breach of College expectations

Making Amends

In line with the College's core values and beliefs, the nature and content of the consequence will focus on the student taking responsibility for their behaviour and having opportunities to make amends and seek forgiveness. The aim is to assist the student to develop empathy towards others, make better choices in their future behaviour and to develop self-discipline.
Students are made aware that restoration of relationship is the focus of making amends.

Support for and expectations of Primary School Staff

The classroom teacher is responsible for initiating and fostering positive student behaviour in the classroom. Teachers are therefore expected to administer classroom consequences as an appropriate and immediate response to student misbehaviour. A phone call or an email to the student's parents/carer is an effective way of communicating concerns where the behaviour is significant or repeated. Recording all actions within Edumate is required. A guide for using Edumate is available for teachers through Canvas.

Once the classroom teacher has exhausted all avenues of classroom discipline and further behaviour modification and/or monitoring of a student is necessary, the relevant Stage Co-ordinator will take responsibility for further action.
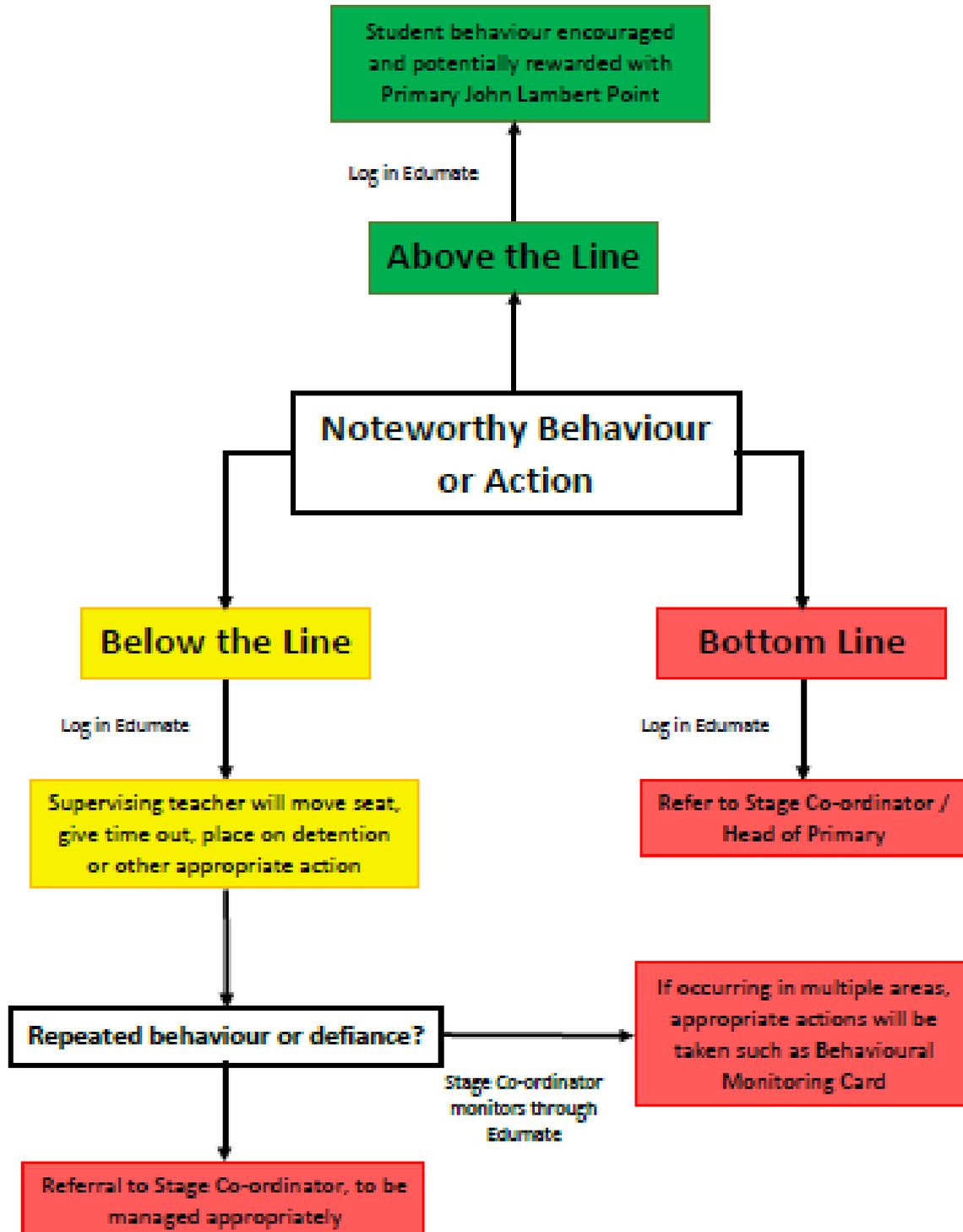
Through Edumate entries, Stage Co-ordinators and the Head of Primary will be able to monitor if a student is behaving poorly in multiple subjects. They can then support teachers providing additional consequences for the student such as implementing a behavioural card or organising a meeting with the student's parents/carer. Stage Co-ordinators can also work with students needing such support and help to acknowledge when improvements in the student's behaviour are achieved.

Teachers on duty during break times are expected to be proactive in their supervision of students. They can ask students to pick up litter, move students if the situation requires, and investigate events that occur within their supervision. They can enter details into Edumate and pass on information found to the relevant Stage Co-ordinator. Stage Co-ordinators work together to investigate student incidents outside the academic classroom. They are responsible for consequences of poor student behaviour and are supported by Head of Primary / Deputy Principal where the incident is of significant concern or harm.

Summary of Consequences and Action Path

Consequence	Action	Who should issue the consequence?	Who should be notified?
Verbal Warning	Edumate Entry	Teacher	Stage Co-ordinator
Notify teachers (e.g. in the event of TLC required)	Edumate Entry	Teacher	Stage Co-ordinator
Teacher Lunchtime Detention (NB – can be reflection based, community service, time out etc)	Teacher detention recorded on Edumate and teacher to conduct the detention	Teacher	Stage Co-ordinator
Removal of Technology (Access to College wifi / phone)	Edumate Entry	Stage Co-ordinator	Head of Primary Director of Innovation IT
Stage Co-ordinator / Head of Primary Lunchtime Detention (NB – can be reflection based, community service, time out etc)	Stage Co-ordinator / Head of Primary detention recorded on Edumate	Stage Co-ordinator / Head of Primary	
Contacting Parents/Carers	Edumate Entry Phone call and email	Teacher	Stage Co-ordinator / Head of Primary
Behaviour Card	Edumate Entry Issue physical card Parent contact - Phone call and email	Stage Co-ordinator / Head of Primary	Parents Class teachers Counsellor
Suspension - Internal	Edumate Entry Parent contact (phone call and email) and meeting	Head of Primary/Deputy Principal (with approval by Principal)	Class teachers Stage Co-ordinator Parents
Suspension – External	Edumate Entry Parent contact (phone call and email) and meeting Upon return: Must see College Counsellor	Head of Primary/Deputy Principal (with approval by Principal)	Class teachers Stage Co-ordinator Counsellor
Provisional Enrolment	Edumate Entry Parent contact (phone call and email) and meeting	Head of Primary/Deputy Principal (with approval by Principal)	Class teachers Stage Co-ordinator
Expulsion	Edumate Entry Parent contact (phone call and email) and meeting	Principal	Class teachers Head of Primary

Flowchart of response to Noteworthy Behaviour

Student behaviour encouraged and potentially rewarded with Primary John Lambert Point

↑ Log in Edumate

Above the Line

↑

Noteworthy Behaviour or Action

Below the Line

Log in Edumate

Supervising teacher will move seat, give time out, place on detention or other appropriate action

Repeated behaviour or defiance? → **If occurring in multiple areas, appropriate actions will be taken such as Behavioural Monitoring Card**

Stage Co-ordinator monitors through Edumate

Referral to Stage Co-ordinator, to be managed appropriately

Bottom Line

Log in Edumate

Refer to Stage Co-ordinator / Head of Primary

2.2.4 Secondary School Student Behavioural Procedure

All members of the College Community are expected to value others and be responsible for their actions.

Penrith Anglican College students respect themselves, respect others and respect the College environment.

Penrith Anglican College students are expected to:
Respect themselves,
- Take responsibility for their own behaviour and learning
- Attend the College daily, arriving at the College and class on time prepared and ready to learn
- Participate actively in College life
- Work to the best of their ability, setting a high personal standard when completing class work

Respect others:
- Value the interests, ability and culture of others
- Negotiate and resolve conflict with empathy
- Behave in a manner that respects the rights of others, including the right to learn
- Interact positively with staff and fellow students by being polite, courteous and engaging with them in a constructive manner
- Follow all instructions given by staff

Respect the College environment:
- Comply with the College uniform expectations
- Stay within the set boundaries at recess and lunchtime
- Treat College property with care

Support
Building strong and positive relationships are at the centre of our behaviour management practices. These practices:
- Focus on relationships and how people are affected
- Involve building strong, co-operative, mutually respectful relationships
- Involve reflection and communication
- Recognise mistakes as opportunities for learning
- Seek to restore damaged relationships
- Accept that sometimes we cannot get to the ultimate truth
- Focus on the future and how to make things right

The Student Wellbeing Team at Penrith Anglican College includes:
- Heads of House
- College Counsellor
- Head of Welfare
- Director of Student Wellbeing
- Deputy Principal
- Principal

Rewarding and Encouraging Positive Behaviour and Achievement

Each Classroom Teacher and Mentor Teacher can have their own reward system to acknowledge and encourage positive behaviours of students.

The John Lambert Award acknowledges that a student has made an exceptional effort to develop a broad range of interests and abilities. Students receive points for different activities they have been involved in and for the manner in which they have participated. Staff enter these points into Edumate.

Points can be achieved in the 5 following areas:
- Academic / Classroom
- Sport
- Performing Arts and other Co-curricular Activities
- Community Service (external to the College)
- Citizenship and Fellowship

The levels of achievement at which effort will be recognised are:
- 15 points from at least two areas of achievement - Teacher's Award.
- 30 points from at least four areas of achievement – Principal's Award.
- 40 points from all five areas of achievement (min. 4 from each of 4 areas) - John Lambert Award.

Further details of this award is contained within the Student Diary.

Each House rewards students for outstanding behaviour and care of their peers. These are unique to each House although similar in nature. Students are acknowledged for this during each House Meeting (which occurs once every four weeks).
Gold/Silver/Bronze awards for effort.

End of Year Academic Awards
Presentation Night Awards are also a way that positive student behaviours and achievements are recognised.
These are determined within each Year Group.
   -Head of House Leadership and Service Award
Secondary School
   - Reuben F. Scarf Award
   - Lindsay Award
   - Mulgoa Leadership Award
   - Caltex Allrounder Award
   - Academic Achievement Awards
   - Academic Excellence Awards

Information for Students

Information is available to students through:
- Posters promoting Behaviour in the Secondary School (Above, Below and Bottom Line)
- Regular emails updating students on their John Lambert point tally.
- Student diary

Support for Staff
- Teacher Guide for entry of John Lambert Points
- Regular reminders emailed to staff to encourage them to enter John Lambert Points
- Tallies of John Lambert points obtained for each student in their Mentor Group
- Guidance from their HOD and other teaching staff of potential rewards for students in their class/Mentor Group

Consequences for Poor Behaviour in the Secondary School

When a student displays poor behaviour that does not meet student behavioural expectations, the College is committed to:
- Developing students' self-discipline.
- Developing students' understanding that there are consequences for their actions
- Providing the opportunity for students to make restitution.
- Seeking to find the truth, accepting that sometimes we cannot get to the ultimate truth
- Supporting students to make better choices about their behaviour in the future.

Students are expected to be self-disciplined and to accept the consequences of their actions. Teachers should be correcting and guiding students through verbal warnings, uniform demerits and the like before issuing a detention (dependent on the infringement). All significant consequences given to students are subject to the approval of the College Principal.

The following consequences may result from students not fulfilling behavioural expectations

Teacher Detentions
Actions that result in this could include:
- Non-compliance with the expectations of behaviour for the classroom eg. disturbing others in class, consistently being out of seat
- Disobedience / failing to follow teacher instructions
- Lateness to class without permission
- Non-compliance with the expectations of behaviour for the School at Assemblies and Chapel
- Disrespectful behaviour towards others eg. name calling, making faces
- Breach of the Hands Off rule
- Offensive language

Removal of Technology
Actions that result in this could include:
- Breach of the College IT Policy
- Use of phone without teacher permission in class

Head of Department / House Detentions

Actions that result in this could include:

- Continued non-compliance with behavioural expectations
- Continued disobedience of teacher instructions

- Non-compliance with the expectations of behaviour for the College at Assemblies and Chapel
- Disrespectful behaviour towards others
- Uniform: three demerits issued within the same term
- Repeated failure to report for a lunchtime detention
- Breach of the Hands Off rule

Behavioural Card

Actions that result in this could include:

- Continued 'Below the Line' behaviour
- Ongoing disrespectful behaviour towards others

After School Detention (3:30 – 4:30pm)

Actions that result in this could include:

- Breach of the College IT Policy.
- Misuse of social media as outlined in the College IT Policy
- Any 'Bottom Line' behaviour
- Ongoing disrespectful behaviour towards others
- Continued uniform demerits: five issued within the same term
- Partial day truancy
- Intentionally damaging College or personal property

Subject Suspension

Actions that result in this could include:

- Continued poor behaviour in a specific subject
- Ongoing disrespectful behaviour towards others in a specific subject
- Continued disobedience of teacher instructions in a specific subject

Suspension (Internal or External)

Actions that result in this could include:

- Truancy from school
- Fighting or physical abuse
- Verbal abuse towards other students or staff
- Offensive language directed at others
- Bullying
- Harassment
- Stealing
- Significant or repeated breaches of the College IT Policy
- Smoking
- Possession or use of illicit drugs or alcohol in uniform or at school events
- Antisocial behaviour whilst wearing College uniform, whether in the wider community or at College events

Provisional Enrolment

Actions that result in this could include:

- Ongoing 'Bottom Line' behaviour
- Ongoing disrespectful behaviour towards others
- Ongoing failure to improve in attitude towards others and follow teacher instructions
- Ongoing failure to attempt work to an acceptable standard

Expulsion

- Ongoing and persistent breaches of College Behavioural Expectations
- A significant breach of College expectations

Summary of Consequences and Action Path

Consequence	Action	Who should issue the consequence?	Who should be notified?
Verbal Warning	Edumate Entry	Teacher	Head of Department or Head of House
Notify teachers (e.g. in the event of TLC required)	Edumate Entry	Teacher	Head of Department or Head of House
Teacher Lunchtime Detention (NB – can be reflection based, community service, time out etc)	Teacher detention recorded on Edumate and teacher to conduct the detention	Teacher	Head of Department or Head of House
Removal of Technology (Access to College wifi / phone)	Edumate Entry	HoH / HoD	Director of Student Wellbeing Head of Welfare Director of Innovation Classroom teachers Mentor
HoD / HoH Lunchtime Detention (NB – can be reflection based, community service, time out etc)	HoD / HoH detention recorded on Edumate	HoD / HoH	
Contacting Parents/Carers	Edumate Entry Phone call and email	Teacher	Head of Department or Head of House
Behaviour Card (subject specific/all subjects)	Edumate Entry Issue physical card Parent contact - Phone call and email	HoD/HoH/Head of Welfare /Director of Student Wellbeing	Parents Class teachers Mentor Counsellor
Afterschool Detention	Edumate Entry – Afterschool detention Parent contact - Phone call and email	HoD/HoH/Head of Welfare /Director of Student Wellbeing	
Subject Suspension	Edumate Entry Parent contact (phone call and email) and meeting	HoD	Class teachers
Suspension - Internal	Edumate Entry Parent contact (phone call and email) and meeting	Head of Welfare /Director of Student Wellbeing/Deputy Principal (with approval by Principal)	Class teachers Mentor Head of Department Head of House
Suspension – External	Edumate Entry Parent contact (phone call and email) and meeting Upon return: Must see College Counsellor	Head of Welfare /Director of Student Wellbeing/Deputy Principal (with approval by Principal)	Class teachers Mentor Head of Department Head of House Counsellor
Expulsion	Edumate Entry Parent contact (phone call and email) and meeting	Principal	Class teachers Mentor Head of Department Head of House Head of Welfare Director of Student Wellbeing

Making Amends

In line with the College's core values and beliefs, the nature and content of the consequence will focus on the student taking responsibility for their behaviour and having opportunities to make amends and seek forgiveness. The aim is to assist the student to develop empathy towards others, make better choices in their future behaviour and to develop self-discipline. Students are made aware that restoration of relation is the focus of making amends.

Support for and expectations of Secondary School Staff

The classroom teacher is responsible for initiating and fostering positive student behaviour in the classroom. Teachers are therefore expected to administer classroom consequences as an appropriate and immediate response to student misbehaviour. A phone call or an email to the student's parents/carer is an effective way of communicating concerns where the behaviour is significant or repeated. Recording all actions within Edumate is required. A guide for using Edumate is available for teachers through Canvas.
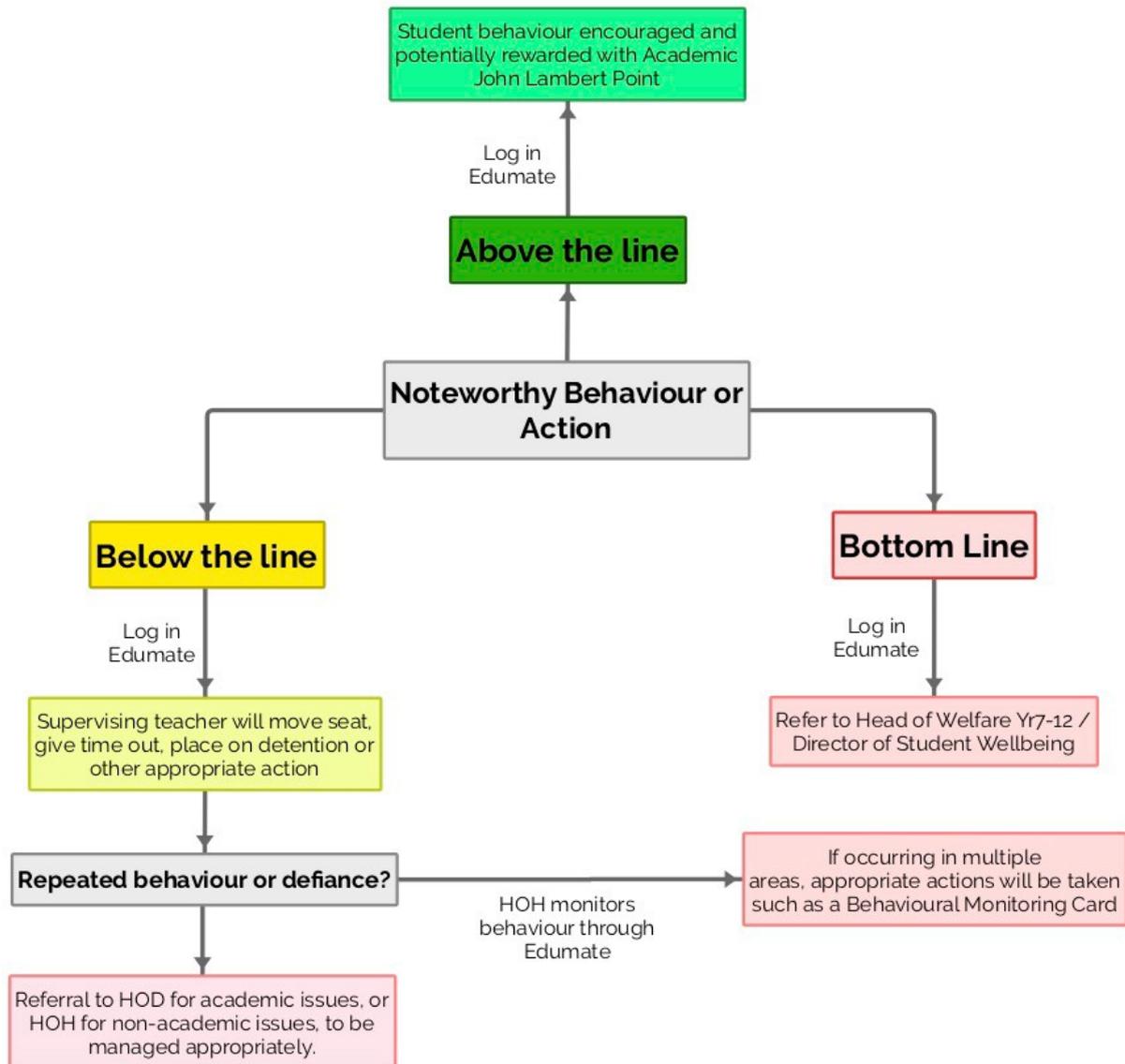
Once the classroom teacher has exhausted all avenues of classroom discipline and further behaviour modification and/or monitoring of a student is necessary, the relevant Head of Department will take responsibility for further action.

Through Edumate entries, Heads of House will be able to monitor if a student is behaving poorly in multiple subjects. They can then support teachers providing additional consequences for the student such as implementing a behavioural card or organising a meeting with the student's parents/carer. Heads of House can also work with students needing such support and help to acknowledge when improvements in the student's behaviour are achieved.

Teachers on duty during break times are expected to be proactive in their supervision of students. They can ask students to pick up litter, move students if the situation requires, and investigate events that occur within their supervision. They can enter details into Edumate and pass on information found to the relevant Head(s) of House. Heads of House work together to investigate student incidents outside the academic classroom. They are responsible for consequences of poor student behaviour and are supported by Head of Welfare / Director of Student Wellbeing / Deputy Principal where the incident is of significant concern or harm.

A lunchtime detention system is available for multiple uniform demerits. These are classified as Head of House detentions.

Flowchart of response to Noteworthy Behaviour

Student behaviour encouraged and potentially rewarded with Academic John Lambert Point

↑ Log in Edumate

Above the line

Noteworthy Behaviour or Action

Below the line

Log in Edumate

Supervising teacher will move seat, give time out, place on detention or other appropriate action

Repeated behaviour or defiance?

HOH monitors behaviour through Edumate

Referral to HOD for academic issues, or HOH for non-academic issues, to be managed appropriately.

Bottom Line

Log in Edumate

Refer to Head of Welfare Yr7-12 / Director of Student Wellbeing

If occurring in multiple areas, appropriate actions will be taken such as a Behavioural Monitoring Card

In line with the College's core values and beliefs, the nature and content of the consequence will focus on the student taking responsibility for their behaviour and having opportunities to make amends and seek forgiveness. The aim is to assist the student to develop empathy towards others, make better choices in their future behaviour and to develop self-discipline

Behaviour in the Secondary School

Above the Line

Behaviours could include:

- Showing care towards others
- Positive citizenship
- Looking out for and including others
- Encouraging their peers
- Being productive in class
- Following teacher instructions
- Working to the best of their ability
- Completing homework
- Caring for the College Campus eg. Picking up rubbish
- Being punctual
- Being ready for class with equipment
- Seeking help when needed
- Seeking help for others when needed
- Contributing positively to College life

Consequences could include:

- Building stronger friendships with peers
- Deeper learning within class
- Feel positive about their achievements
- John Lambert points

Below the Line

Behaviours could include:

- Disturbing others in class
- Consistently being out of seat without permission
- Lateness to class without permission
- Disrespectful behaviour towards others
- Name calling
- Not wearing College uniform correctly
- Chewing gum
- Breach of the Hands Off rule
- Non-compliance with the College IT Policy
- Phone is visible in class without teacher permission
- Disrespect of College or personal property
- Offensive language
- Not following staff instructions

Consequences could include:

- Uniform demerit
- Confiscation of phone for the day
- Lunchtime detention
- Communication with parents/carers
- Removal of IT privileges
- Afterschool detention

Bottom Line

Behaviours could include:

- Repeated 'Below the Line' behaviour
- Truancy
- Bullying
- Fighting or physical abuse
- Verbal abuse
- Offensive language directed at others
- Harassment
- Intentionally damaging College or personal property
- Stealing
- Serious/repeated non-compliance of the College IT Policy
- Smoking
- Possession or use of illicit drugs or alcohol
- Antisocial behaviour whilst wearing College uniform, whether in the wider community or at College events

Consequences could include:

- Removal of leadership and representative opportunities
- A behavioural card
- Meeting with parents/carers
- Afterschool detention
- Suspension (internal or external)
- Provisional enrolment
- Expulsion

Discipline Procedures and Record Keeping

Discipline Breaches
In order to acknowledge that a discipline breach has occurred, staff should record discipline breaches on the College's Edumate Welfare database. Entries are made with a brief description of the incident, when it occurred, who was involved and indicate, using the check boxes any following action, disciplinary measure, communication or referral.

Suspensions (Internal or External)
In matters of suspension, the Director of Student Wellbeing, Head of Welfare or Deputy Principal will consult the Principal, before issuing the suspension. In matters relating to suspensions, all reasonable attempts to contact parents of the student involved in the suspension should be made via phone call first and then if unsuccessful by email prior to a meeting with parents where possible. A letter acknowledging the suspension should be issued to the parent and a copy of the letter kept in the student's file. The suspension should also be recorded in the College Edumate data base and the student's attendance altered on the College's attendance register to reflect the suspension.

Provisional Enrolment Status
When multiple disciplinary interventions have proved unsuccessful in changing a student's unsatisfactory behaviour or in the event of a major or serious breach of behavioural expectations, the College may deem necessary to alter the status of a student's enrolment to provisional status. In such circumstances, College executive staff will organize a meeting with the parents of the student to explain the seriousness of the situation and the change of the student's enrolment status to Provisional Enrolment. A letter will be presented to the student and parents at the meeting acknowledging the change of enrolment status.
Continual repeated failure to meet the conditions of the provisional enrolment status may result in the review of the student's enrolment at the College. The Provisional Enrolment status should be recorded in the College Edumate Welfare database as a confidential entry.

Expulsions
In the event of a very serious breach of behavioural expectations or the repeated refusal of a student to abide by College behavioural expectations the Principal may exercise their discretion to expel a student from the College. The Principal (or authorized delegate) will meet in person with the parents of the child to communicate the decision to expel the student and cancelation of the student's enrolment. Expulsions should be recorded in the College's Edumate Welfare database. The Principal should notify the Chairman of the College Council when the decision to expel a student has been actioned.

Exclusions
The decision to exclude a student from enrolment in a corporation school should be made by the Principal in consultation with the Chairman of The Anglican Schools Corporation.

Section 3 – Alcohol and Drugs Policy and Procedural Guidelines

Alcohol and illicit drugs affect brain activity responses and impair co-ordination. The consumption of alcohol and or illicit drugs by students increases the risk of injury to the students themselves and to others, as well as impairing the ability of students to respond appropriately in an emergency. The effects of alcohol can be magnified when consumed in conjunction with other substances, including prescription drugs.

3.1 Alcohol and Drugs Policy

Penrith Anglican College is committed to providing a safe and supportive environment for all our students, staff and other members of the College Community and therefore strictly prohibits the purchase, possession or consumption of alcohol or illicit drugs by students on College premises, at functions, excursions, camps, when representing the College, when wearing College uniform and in transit to or from College. While on College property or representing the College in any way, students are not permitted to be under the influence of alcohol or illicit drugs.

3.2 Alcohol and Drug (illicit, student use of) Procedural Guidelines

All students will receive age appropriate health, alcohol and drug education to enable and support them to make informed choices, and to minimise the harm associated with alcohol and illicit drug use. Referrals to counselling and support groups will be provided to students with alcohol and drug related problems.

3.2.1 Dealing with a Student affected by alcohol or drugs

Where a student exhibits obvious signs of intoxication a staff member shall:
- Isolate the student from their peers in a calm and controlled manner (if possible);
- If isolation is not possible and an impaired student refuses to cooperate and/or becomes agitated, ensure that any other students and/or other people within the immediate vicinity are removed from harm and call for assistance for nearby staff
- Contact the Principal or delegate to inform them of the situation
- The Principal or delegate shall then make an assessment of the student's condition and take appropriate action based on the facts. This will include contacting the student's parents/carers to inform them of the incident and requesting that they remove the student from the College grounds, and/or calling the police in the event that the student is acting in an aggressive or threatening manner.

3.3 Consequences for breach of the Alcohol and Drugs Policy

Refer to **Section 2.2.2** Consequences for breaching behavioural expectations.

3.4 Implementation

This policy is implemented through a combination of:
- Staff training
- Student education programs
- Effective monitoring and supervision of students
- Effective notification, investigation and communication procedures
- Taking appropriate action against any student who commits an assault
- Effective record keeping procedures
- Initiation of corrective actions where necessary

Section 4 – Assault

This section refers to assault perpetrated by a student against another student, staff member or other member of the College community.

Assault is aggressive physical contact, use of force or intimidating behaviour causing real fear in another person that the threat will be executed. Examples include striking or attempting to strike another person, threatening another person with violence and verbal abuse with a threat of imminent harm.

Students' capacity to participate fully in learning is adversely affected by incidents of assault and violence.

4.1 Assault Policy

Penrith Anglican College is committed to providing a safe and supportive environment free from assault for all our students, staff and other members of the College Community. Assaults and other forms of violence by students against students and other members of the College Community are unacceptable and will not be tolerated.

4.2 Assault Procedural Guidelines

Any incidents of assault by a student against another student or other member of the College Community must be reported to the Principal or delegate and shall be thoroughly investigated. Appropriate consequences will be applied for unacceptable behaviour, encouraging students to take responsibility for their own actions.

Ongoing opportunities to learn about positive relationships and managing conflict situations are provided to both staff and students.

4.2.1 Students with a Known History of Violence

A risk assessment shall be undertaken on any student who has a known history of violence or exhibits continual violent behaviour. Appropriate risk mitigation strategies will be implemented including, where necessary, removing the student from the College either temporarily or permanently.

4.2.2 Dealing with an Assault Situation

Staff (or students via a staff member) should notify the Principal or delegate immediately if they consider a student is at risk of committing an assault.

Staff (or students via a staff member) should notify the Principal or delegate immediately if they witness an assault against a student (including threatening and or intimidating behaviour).

A staff member who recognises signs of violence that could lead to assault or witnesses an assault should take the following steps:
- Remove students who are not directly involved to a safe place
- Alert other staff for assistance & notify the Principal or delegate without delay
- Principal or delegate will request medical and/or Police assistance if required
- Assist any victim/s to take evasive action where possible
- Determine whether physical intervention or restraint of persons involved is an appropriate response and take action accordingly

- Use reasonable force as necessary to prevent the student from further harm to others or themselves
- Seek Medical assistance for any injury as required.

4.2.3 Notification and Investigation of an Incident of Assault (Physical or other)

After an incident of assault, notification and investigation will take place as follows;

- All incidents of assault against a student must be reported to the Principal or delegate without delay
- All incidents of assault against a student shall be recorded in our Injury/Incident Register and on Edumate (Welfare).
- Parents/Carers will be contacted as soon as possible to inform them of any incidents of assault involving their child
- All reported incidents of assault against students shall be thoroughly investigated in accordance with principles of procedural fairness. This may include taking statements from witnesses and photographs of the scene of the incident;
- Where appropriate the police or other authorities shall be notified

4.3 Consequences for breach of the Assault Policy

Upon consideration of all the facts the Principal or delegate shall;

- Determine the appropriate consequences (in line with **Section 2.2.2**) to be applied to the perpetrator of the assault

4.4 Other actions to complete after an Assault

Upon consideration of all the facts the Principal or delegate shall;

- Arrange treatment, counselling and ongoing support for all students and/or others affected by assault
- Ensure that all matters pertaining to the investigation (including police or other authority involvement) are documented. This file data shall be maintained by the College
- Records of the incident and any action taken shall be recorded on the relevant student's electronic (Edumate) file and where appropriate on the College Incident Register.

4.5 Implementation

This policy is implemented through a combination of:

- Staff training
- Student education via ongoing age appropriate relationship and conflict resolution programs integrated into classroom learning
- Effective monitoring and supervision of students
- Identification of 'at risk' students and the undertaking of risk assessments where appropriate
- Effective notification and investigation procedures
- Effective communication procedures
- Taking appropriate action against any student who commits an assault
- Development of safety 'no-violence' culture within the College
- Effective record keeping procedures
- Initiation of corrective actions where necessary

Section 5 – Bullying Prevention & Intervention

5.1 Definition of 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, use of threatening gestures, 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/racial 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 any form of technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

5.2 What Bullying is Not

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.
  or
- One off acts (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

5.3 Signs of Bullying

Major behaviour changes in a student may be indicative of bullying. Such behavioural changes may include:
- Crying at night and having nightmares
- Refusing to talk when questioned
- Having unexplained bruises, cuts or scratches
- An unwillingness or refusal to attend College
- Feeling ill in the mornings
- A decline in quality of classwork
- A decline in participation in co-curricular or other activities
- Becoming withdrawn and lacking confidence
- Beginning to bully siblings
- Acting unreasonably

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

5.4 Bullying Policy

Penrith 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 Penrith Anglican College

5.5 Bullying Prevention and Intervention Procedural Guidelines

In implementing our Bullying Prevention and Intervention Procedural Guidelines, the College is committed to;

- Managing bullying via a 'whole of College community' approach involving students, staff and parents/carers.
- Implementing bullying prevention strategies 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
- Implementing bullying response strategies tailored to the circumstances of each incident
- Establishing positive staff or student role models emphasising our no-bullying culture
- Reviewing bullying prevention and intervention strategies annually against best practice
- Staff training
- Student and parent/carer education and information
- Effective incident reporting 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 and disciplinary actions where necessary

5.5.1 Bullying Prevention Strategies

Penrith 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 skills relating to bullying (including cyber bullying) 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.
- Regular provision of information to parents/carers, 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/carers

- Promotion of responsible bystander behaviour amongst students, staff and parents/carers
- Reporting of incidents of alleged bullying by students, bystanders, parents/carers and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified in section 5.5.2)
- 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
- Promotion of student awareness and a 'no bullying' environment by participating in events such as the National Day of Action Against Bullying and Violence

5.5.2 Reporting Bullying

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

A key part of Penrith Anglican 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/carers) 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

Bullying incidents can be advised to the College verbally (or in writing) through any of the following avenues:

- Informing a trusted teacher
- Informing the College Counsellor
- Informing a student's Mentor Teacher, Head of House or Stage Coordinator
- Informing the Head of Welfare Year 7-12, Director of Student Wellbeing or Deputy Principal

5.5.3 Bullying Intervention Response Strategies

Bullying behaviours vary enormously in their extent and intent and, therefore, 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:

- Notification of/consultation with parents/carers
- Offering counselling to persistent bullies/victims
- Implementing effective follow up strategies
- Disciplinary action at the Principal's or delegate's discretion, in line with **Section 2.2.2** which could include suspension and/or expulsion of persistent bullies, or in cases of severe incidents

5.5.4 Engaging Support Services

Where appropriate the Principal or delegate may engage the involvement of external support services such as the School Liaison Police and/or Youth Liaison Officers, and other support services available to the College community

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.

School Liaison Police are NSW Police officers who work with schools to reduce crime, violence and anti-social behaviour. School Liaison Police are a point of contact for the school community and the NSW Police Force. Our students are encouraged to contact the School Liaison police if they have any concerns.

Other Support Services may also be engaged such as access to Counselling Services.

The approaches below 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.

- The "Method of Shared Concern" Approach (Pikas. A, 2002)(Appendix 1)
- The "No Blame" Approach (Maines. B & Robinson. G, 1994)(Appendix 2 & 3)

5.5.5 Staff Responsibilities in relation to Bullying Prevention & Intervention

- 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 college authorities if they believe their child is being bullied
- Promote appropriate behaviour and encourage students to respect individual differences and diversity

5.7 Consequences for Breach of Bullying Policy

Where a student breaches the Bullying Policy disciplinary action may be taken in line with **Section 2.2.2**

Where a staff member breaches the Bullying Policy the Principal may engage the appropriate disciplinary action.

5.8 Implementation

This policy is implemented through a combination of:

- Staff training
- Student education via ongoing age appropriate programs
- Effective monitoring and supervision of students
- Effective notification and investigation procedures
- Effective communication procedures
- Taking appropriate action against any student who perpetrates bullying behaviours
- Development of safety 'no-violence' culture within the College
- Effective record keeping procedures
- Initiation of corrective actions where necessary

Section 6 – Cyber Safety

Cyber safety refers to the safe and responsible use of all forms of information and communication technologies. This includes privacy and information protection, respectful communication and knowing how to get help to deal with online issues.

Common cyber safety issues include:

- Cyber bullying - the ongoing abuse of power to threaten or harm another person through the use of technology (Refer to our Bullying Prevention and Intervention Policy, Section 5 of this document)
- Sexting - the sending or posting of provocative or sexual photos, messages or videos online
- Identity theft - the fraudulent assumption of a person's private information for one's own personal gain. Students are exposed to these risks as they are often unaware of the safety issues surrounding their digital footprint
- Predatory behaviour where a student is targeted online by a stranger who attempts to arrange a face to face meeting, in an attempt to engage in inappropriate behaviour.

Cyber safety issues most commonly occur through a student's use of their own technology devices (e.g. smart phone, tablet, laptop, home computer). Safe use of technology whilst at the College is managed through our Information and Communication Technology (ICT) Policy.

6.1 Cyber Safety Policy

Penrith Anglican College recognises its duty to students to provide a safe, supportive and positive learning environment which includes the responsible use of information and communication technologies. The inappropriate use of technology by students of the College and/or the inappropriate use of technology involving the College name and/or students or staff by other members of the College community will not be tolerated.

6.2 Cyber Safety Procedural Guidelines

In implementing the Cyber Safety Policy the College is committed to;
- Ensuring cyber safety management through a 'whole of College Community' approach involving students, staff and parents/carers
- Ensuring cyber safety and cyber 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/carers to recognise cyber safety issues and respond appropriately
- Ensuring cyber bullying response strategies be tailored to the circumstances of each incident
- Ensuring our bullying prevention, intervention and cyber safety strategies are reviewed on an annual basis against best practice
- Staff training
- Student and parent/carer education and information
- Effective incident reporting procedures
- Effective management of cyber safety incidents (including cyber bullying) when reported
- The creation of a 'no bullying' culture within the College community
- Effective record keeping procedures
- Initiation of corrective actions where necessary

6.2.1 Cyber Safety Strategies

Penrith Anglican College recognises that the implementation of whole of College cyber safety strategies is the most effective way of minimising risks related to our students engaging in online activity.

The following initiatives form part of our overall cyber safety strategy within the College:

- Establishment of a 'Cyber Safety Team' and appointment of two primary 'Cyber Safety Contact Persons'.
- A structured curriculum and peer group support system, that provides age appropriate information and skills relating to cyber safety (including cyber bullying) to students over the course of the academic year
- Education, training and professional development of staff in cyber safety strategies
- Regular provision of information to parents/carers to raise awareness of cyber safety as a College community issue. This will equip them to recognise signs of cyber safety risks, as well as to provide them with clear paths for raising any concerns they may have relating to cyber safety and/or cyber bullying directly with the College
- Promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/carers
- Promotion of responsible bystander behaviour amongst students, staff and parents/carers (this may occur where a bystander observes inappropriate online behaviour either being perpetrated by, or targeted at, a student
- Reporting of cyber safety incidents is encouraged and made easy through the establishment of multiple reporting channels (as specified below)
- Regular risk assessments of cyber safety within the College are undertaken by surveying students to identify cyber safety issues
- Records of reported cyber safety incidents are maintained and analysed, in order to identify systemic issues and to implement targeted prevention strategies where appropriate
- Promotion of student cyber safety awareness by participating in relevant cyber safety related events

6.2.2 The Cyber Safety Team

Penrith Anglican College has established a Cyber Safety Team whose role it is to:

- Review the College's cyber safety policy and relevant cyber safety initiatives (such as student education, staff professional development, parent/carer information) on at least an annual basis to ensure that they are effective in minimising cyber safety risks within the College
- Maintain up to date knowledge of cyber safety best practice
- Maintain up to date knowledge of available cyber safety resources that may be utilised by the college and/or integrated in the College's cyber safety program
- Review and analyse data obtained from College surveys that deal with cyber safety issues
- Conduct regular risk assessments with respect to cyber safety issues within the college
- Make recommendations to the Principal or the delegate with respect to improvements to the College's cyber safety policies and procedures

Current members of the Cyber Safety Team are as follows:

- Principal
- Deputy Principal
- Director of Student Wellbeing
- Director of Innovation

The Cyber Safety Team meets as necessary and attends relevant external cyber safety training programs where appropriate.

6.2.3 Consequences of breaching the Cyber Safety Policy

The College Student Welfare and Behaviour Management Program may be applied outside of College hours and off College premises where there is a clear and close connection between the College and the conduct of members of the College community. In such instances, the College will determine if incidents are College based issues.

Where a student breaches the Cyber Safety Policy disciplinary action may be taken in line with **Section 2.2.2**

Where a staff member breaches the Cyber Safety Policy the Principal may engage the appropriate disciplinary action.

Section 7 – College Uniform

7.1 College Uniform Policy

Penrith Anglican College is committed to providing a respectful and inclusive environment for students to learn and grow. To encourage this it is College policy that all students of the College wear the prescribed uniform while attending the College both during regular College term time and when representing the College at co-curricular and sporting events.

7.1.1 College Uniform Expectations and Requirements

The College uniform serves as a method of identifying students who belong to the College community. Students should be mindful that they are representatives of the College while in uniform and as such have a responsibility to wear the uniform correctly. Students are required to wear the College sports uniform for sporting events, at carnivals and for designated PDHPE classes. The College reserves the right to withdraw students from participation in events, whether they are academic, co-curricular or sport related if they are not wearing the correct uniform.

7.2 College Uniform Rules - Boys
Students should be well presented at all times.
Students need to wear the required school uniform inclusive of dark grey or black socks and black leather belt.
Shirts must be tucked in at all times (except at breaks if playing sport), top button done up and with tie knotted correctly.
Shoes must be regularly cleaned and maintained in a good state of repair.
Shoes are to be plain black leather shoes, not chunky, decorated or flat soled/gum soled shoes.
No chewing-gum.
No jewellery (except a wrist watch).
No plastic or clear piercings. Piercings are not to be covered by band-aids.
No tattoos permitted.
Hair must be:
- Conventional, neat hairstyles only
- Must not touch the collar or completely cover the eye brows or ears
- Must not be under-cut or have patterns
- Be a natural colour
- Be a 'number 2' length or longer
- Use no hair product (Pre-K – Year 6)
- Have no excessive hair product (Years 7 – 12).

The College reserves the right to ask for an immediate return to a less extreme hairstyle as assessed by the Head of Junior School, Director of Student Wellbeing or the Deputy Principal.
For students in Years 7 – 12
Sideburns may be extended in line with the mid ear. All boys must be clean shaven.
Boys in Years 11 and 12 can wear slip on men's dress shoes with a square or round toe (not pointy)

7.3 College Uniform Rules – Girls

Students should be well presented at all times.

Students need to wear the required school uniform inclusive of College coloured socks.

Shoes must be regularly cleaned and maintained in a good state of repair.

Shoes are to be plain black leather shoes, not chunky (soles 10mm or less in thickness), decorated or no heavily rippled soles.

No chewing-gum.

Skirts style or length must not be altered.

Skirts should reach the top of the knee when the student is standing straight.

No nail polish, shellac or acrylic nails.

No jewellery except for: - A wrist-watch. - One set or matching sleepers or plain (gold, silver, pearl) small to medium size stud earrings (one in each ear lobe).

No tattoos permitted.

Hair must be:
- Conventional, neat hairstyles only
- Must not cover the eyes
- Hair that touches the shoulders must be pulled back with plain red, black or white bands/ribbons.
- Be a natural colour

The College reserves the right to ask for an immediate return to a less extreme hairstyle as assessed by the Head of Primary School, Director of Student Wellbeing or the Deputy Principal.

For Girls in Years 10 – 12

Students are allowed to wear minimal make up consisting of light, blended foundation/concealer and light mascara only. This is at the discretion of the Head of House/Director of Student Wellbeing.

No wearing of eyeliner, eyebrow pencil, eyeshadow, blush or lipstick.

7.4 College Blazers Years 7 – 12

College blazers are to be worn to and from College during Terms 2 & 3 and for special College events including;
- College Presentation Night
- Year 12 Graduation Assembly

Students will be reminded of the requirement to wear their blazer to an event outside of Terms 2 and 3.

7.5 College Uniform Procedural Guidelines

College staff will conduct uniform checks at regular intervals. Students not complying with uniform expectations may expect disciplinary action to be applied.

For Secondary School Students the following uniform management process applies;

Number of Uniform Demerits	Consequence
1	• Verbal instruction given to student to correct their uniform • Staff member to record uniform demerit in Edumate
2	• Verbal instruction given to student to correct their uniform • Staff member to record uniform demerit in Edumate • Head of House to email warning to student
3	• Verbal instruction given to student to correct their uniform • Staff member to record uniform demerit in Edumate • Head of House to email student, and enrol student in lunchtime detention(will show on Edumate timetable) • Heads of House to email home
4	• Verbal instruction given to student to correct their uniform • Staff member to record uniform demerit in Edumate • Head of House to email student, and enrol student in lunchtime detention (will show on Edumate timetable) • Head of House call home
5	• Verbal instruction given to student to correct their uniform • Staff member to record uniform demerit in Edumate • Head of House to call home • Head of House to organise after school detention with student • Director of Student Wellbeing to organise supervision of after school detention
6	• Verbal instruction given to student to correct their uniform • Staff member to record uniform demerit in Edumate • Head of House to alert Director of Student Wellbeing • Meeting with parents, student and Director of Student Wellbeing

For Primary school students – staff will give students verbal instructions to correct uniform. Parents will be contacted if their assistance is required.

Student Welfare and Behaviour Management Program Review

This program document and all policies included in it, shall be reviewed annually or in the event of any information, incident, legislative changes or organisational practice that would demonstrate the need for a review.

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The 6 Methods of Intervention

Ken Rigby

The Method of **Shared Concern** (or Pikas method) is a non-punitive multi-stage strategy that addresses group bullying.

It facilitates the emergence of a solution to a bully/victim problem through the use of a series of interviews and discussions with the parties involved.

Rationale

The rationale behind using the Method of Shared Concern is as follows:

- Bullying behaviour is commonly (though not always) undertaken by, or with the support of, a peer group.
- Approached in a non-accusatory manner, individual members of such groups will typically acknowledge the distress of the victim and agree to act to reduce that distress.
- A minority of targeted children have in the past acted provocatively and need to recognise their part in the ensuing conflict.
- Once some individual members of the group have begun to act constructively, the group can be brought together to plan how they will finally resolve the matter with the person they have targeted.
- An agreed resolution involving all concerned is likely to be sustainable.

Application

The Method of Shared Concern can be appropriately and most successfully implemented as follows:

1. Cases are chosen in which a group of students are thought to be involved in bullying an individual student who as a consequence has become distressed.
2. Each of the suspected bullies is interviewed in turn, without any accusation, beginning with the student who seems most likely to fill the role of ringleader. The meeting takes place without other students present or able to observe the interaction. The interview begins with the practitioner sharing a concern about the plight of the victim. Once this is acknowledged, the suspected bully is required to say what he or she will do to improve the situation.
3. A further meeting is arranged several days later to assess progress with each of the suspected bullies individually.
4. The practitioner then meets with the target and offers support. The question may at some stage be raised as to whether the target could have provoked the bullying in some way. (Occasionally bullying is provoked).

5. Once progress has been confirmed, a group meeting is held with the suspected bullies to plan how they will finally resolve the problem when they meet with the target at the next meeting convened by the practitioner.
6. A final meeting is held with the target present to bring about an agreed and sustainable solution.

Limitations

- The method cannot be employed in cases of criminal behaviour for which sanctions are legally required.
- Pressure in the form of threats and punishment is incompatible with this approach which seeks unforced cooperation.
- This method involves working with groups of suspected bullies and does not lend itself to dealing with one-on-one bullying.
- More so than most methods it requires the training of suitable practitioners.
- To implement this approach effectively and produce a sustainable solution requires the careful selection of cases and the allocation of sufficient time to progress through the necessary stages.

Conclusion

Implemented rigorously, this method has been shown in several studies to have a high success rate and has considerable educational value for those involved.

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The "No Blame Approach" to Bullying

December 2006

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Background...

➢ Developed by Barbara Maines & George Robinson, the philosophy is based on long-standing work with pupils with emotional and behavioral problems; it is a positive approach to punishment.

➢ Since bullying is an interaction which establishes group identity, dominance and status at the expense of another, then it is only by the development of higher values such as empathy, consideration, unselfishness, that the bully is likely to change their behaviour and function differently in social settings.

➢ Investigation and interrogation rarely get to the bottom of the problem or situation.

➢ Rather, it seems as though this leads to the bullies being hostile, and punishments are futile as they may lead to the victim being hurt. All this attention on the bully leads to a shift of attention from the victim

➢ The No Blame Approach has been used effectively in primary and secondary schools as well as college environments (Maines and Robinson, 1994).

Why it Works...

> The first thing the approach does is focus on how the victim is feeling; focusing attention on feelings draws attention away from blame. This causes the bully and supports to think about the impact of their behaviour.

➢ It draws the bystanders and noninvolved students into finding a solution to the problem.
➢ It is a whole school approach; it relies on group dynamics and the empathy of the group members.
➢ No one has to hide behind an untrue picture of what happened as no one is going to be blamed for anything that occurred.

Why it's Popular...

➢ It deals with potentially complex situations in a straightforward way.
➢ There is no need for extensive and difficult investigations.
➢ It brings about change quickly, it's easy to use and it works.

In Addition...

➢ Nothing about this approach is manipulative or requires specific training beyond an understanding of the seven steps of the approach
➢ Does not assume that teachers are or can become therapists as the approach is based upon those skills that a teacher already possesses- the ability to work effectively with individuals and groups

BOTTOM LINE ACTIONABLE MESSAGE

The "No Blame Approach" to Bullying

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Limitations of the Approach...

➢ Some people suggest that the "no blame approach" be used in only certain bullying situations (i.e. the less serious bullying cases)

➢ It may be difficult to reward a decrease in misbehavior, thinking that it is not right to reward a child for behaviour that is expected in another child.

➢ For the no-blame approach to reduce bullying, the whole school must be committed to it. In pilot studies, lack of training for all members of the teaching staff on issues related to bullying and the no-blame approach led to lack of success.

➢ Lack of training for parents in understanding the need for co-operation with the school's policy on bullying has also been a problem.

The Seven Steps...

➢ **Step One** – **Interview with the victim**: talk to victim about their feelings, but do not question them about the incidents directly.

➢ **Step Two** - **Convene a meeting with the people involved**: teacher arranges to meet with the people who were involved (minus the victim).

➢ **Step Three** – **Explain the problem:** teacher tells them about the way the victim is feeling.

➢ **Step Four - Share responsibility:** the teacher does not attribute blame but states that they know the group is responsible and they can do something about it.

➢ **Step Five – Ask the group for their ideas**: each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.

➢ **Step Six - Leave it up to them:** the teacher ends the meeting by passing on the responsibility to the group to solve the problem.

➢ **Step Seven – Meet them again:** about a week later the teacher discusses with each student, including the victim, how things have been going.

* * * * * * * * * * * * * * * * * * * *

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BOTTOM LINE ACTIONABLE MESSAGE

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ABSTRACT
        Bullying is an interaction which establishes group identity,
dominance, and status at the expense of the victim; therefore, it is only
through the development of values such as empathy, consideration, and
unselfishness that the bully is likely to relinquish the behavior and
function differently in a social setting. By involving peers, it is possible
to enhance the empathic responses of healthy members of the group, in turn
affecting the behavior of the group leader who no longer has the group's
consent to bully. The "No Blame" approach is described in a 7-step process
entailing: (1) interviewing the victim about his or her feelings; (2)
convening a meeting with people involved, including bystanders and others in
collusion with the behavior; (3) explaining the problem to the group,
focusing on the victim's feeling and not allocating blame; (4) sharing
responsibility through the teacher's statement that she/he knows that the
group is responsible and can take action; (5) asking the group for
suggestions to help the victim feel better; (6) giving responsibility for
solving the problem to the group; and (7) meeting with the group again,
including the victim, to monitor bullying and keep the students involved.
Evaluation of this intervention in three studies indicates that the no-blame
approach was successful at the primary and secondary level. (Contains 12
references.) (KB)

The No Blame Approach to Bullying.

A Paper presented to the British Association for the Advancement of Science
1994 Meeting - 'Science in the World Around Us.'
Psychology Section - Coping with Challenging Behaviour
Thursday 8th September 11.00am - 12.20pm

by
Barbara Maines and George Robinson

The literature on bullying is beginning to proliferate. The trouble is that most of it offers data on percentages of bullies and victims or elegant conceptual analyses of what might be the root causes in psychological, sociological or pedagogical terms. What few publications yet do, is to offer individual teachers, pupils or schools practical advice on how to deal with this many-headed hydra.

Bob Burden - Special Children September 1991

What is Bullying?
Not every act of aggression or nastiness is bullying and it is important to define the particular behaviours and processes before planning helpful interventions. Bullying is a relationship between individuals or groups over a period of time during which one party behaves in a way which might meet needs for excitement, status, material gain or group process without recognising or meeting the needs and rights of the other people/person who are harmed by the behaviour. The person or group that is harmed does not have the resources, status, skill, or ability, to counteract or stop the harmful behaviour.

Occasional acts of aggression would not be described as bullying unless there is a continuing fear or torment for the victims. It is also important to differentiate bullying from "war-like" behaviours where opposing groups confront each other because they have different belief systems or territorial claims. These values may be strongly held through generations and are very resistant to change.

We do not differentiate between "bullying - by an individual" and "mobbing - by a group" discussed by Anatol Pikas (1989). This is because we are describing situations in which, even if the bully is operating solo, her behaviour is usually witnessed in some way by others. If the witness supports the bully, however passive that support might be, then the behaviour is in some way owned by the whole group and the strengths of the group can be enabled in order to confront the behaviour. Where the bullying occurs in true secrecy, unknown to any witness other than the victim, then interventions are unlikely unless the behaviour is reported by the victim.

We have been to several workshops and heard accounts of incidents which have served to confirm our worry about the scale and seriousness of bullying at a group and institutional level. This article sets a challenge to its readers. We believe that the interventions which are likely to combat bullying in schools demand much more from us than the impeccable intention to convey to bullies that their behaviour is unacceptable.

Defining the terms
Our definitions are:

BULLY - a person or group behaving in a way which might meet needs for excitement, status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by the behaviour.

VICTIM - a person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, ability, to counteract or stop the harmful behaviour.

Bullying is "normal."
Many of those reading this article will have had some close relationship with a very young baby at some time in their lives and they will remember the self-centred and relentlessly demanding behaviour exhibited by a tiny, dependent human being. If babies were big and parents small then parents would undoubtedly be bullied! You may also remember if you are a parent or have had close relationships with young children, the first time that the child was upset or cried, not because some need or demand of their own was un-met, but because of a sadness or hurt felt on behalf of another person or creature. This emergence of "empathy" is a complex step in social and emotional development and it is upon these feelings that kind and unselfish behaviours are based.

We believe that it is not helpful to regard bullying as abnormal or evil. Many of us will remember standing back and at least colluding with, if not participating in, some hurtful behaviour towards another person because it increased our own sense of belonging or identity that we were not the one being rejected. Parents and teachers will often observe very nice kids behaving in a very nasty way when the need to belong to a group of peers was an over-riding factor. Today's young people living in affluent countries are subjected to strong pressure by the manufacturers of trendy clothes and toys. Wearing the right trainers is all important but they are only the right trainers if someone else isn't wearing them!

A willingness to step outside a peer group and stand alongside someone who is rejected and harmed takes strength and courage. It puts the "rescuer" at risk of rejection herself and the success of her stand is likely to depend upon her social or physical status. We are likely then to take this risk only when we identify with the distress of the victim and when we feel that our intervention is likely to bring about some change; when we feel involved and powerful. Witnesses of bullying or those who care for the victims might have very strong feelings of anger and a need to punish the perpetrators. If an adult who is in a position of power uses her authority to stop the bullying then it may have a short term effect upon that particular situation but it is unlikely to change the status or identity of the bully and victim. There may well be a risk that the victim is further damaged because the bully was thwarted.... "I will get you later!"

This article will suggest that the primary focus of our plan to reduce bullying should be upon the feelings and status of the bully. By involving the peer group, colluders and bystanders, it is possible to enhance the empathic responses of healthy members of the group. This in turn has an effect on the behaviour of the group leader who no longer has the group's consent to behave in a bullying manner.

Data Collection and Whole School Approaches
Bullying in British schools is now recognised as a serious problem and there is evidence from reported work in Sheffield and other LEAs that more and more schools are developing and implementing whole school policies. (Foster, Arora & Thompson. 1990., Yates & Smith. 1989., Stephenson & Smith. 1989. Maines and Robinson 1991.)

These are generally planned to:

* protect the victims through assertiveness training and open communication.
* develop a school ethos which gives clear messages that bullying will not be tolerated, that bullies will be punished and that victims will be protected.

At the same time schools persist in maintaining structures which might promote bullying. Teams and houses create the identity of groups. The members will belong only because others do not and they will support the identity of the group by strengthening the boundary around it. Are we expecting too much when we ask a young person to discriminate between winning on the sports field through superior strength and using the same strategy to win

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power or possession in the playground? The very language of success, "I beat her, thrashed her, wiped the floor with her," is applauded if it refers to a "game" and punished if it refers to a "fight".

The challenge to school practice
Many of the strategies we use may be ineffective in changing the behaviour of the bully. We approach the situation with strong feelings of anger and frustration towards the bully and sympathy for the victim. We have a responsibility to the students and their parents to respond effectively and the measure of the success of our intervention has to be the degree to which it stops the bullying. Some of the responses often made by teachers are not successful in achieving this and we discuss them below. Please try and set aside any feelings of retribution towards the bully - your aim is not justice or morality; it is to change behaviour and thus achieve the best outcome for the victim.

Dangers of labelling
Although we use the terms "bully" and "victim" in this and other publications we do not think it is helpful to use them as labels in school. We know that to call a young person by any name must affect her self-image and must be difficult for parents to accept when we want to work co-operatively with them. We have heard of one London school where bullies are required to wear a badge saying, "I am a bully!" Is such a label likely to decrease or increase the bullying behaviour?

Getting to the bottom of it.
It seems like common sense to question students about facts and reasons when bad behaviour is brought to our attention. When we talk to the young people they often report that they give teachers the answers they want - the answers that will let them out of the room as soon as possible.

When you question young people about the facts they will give their own perspective and these are often contradictory, especially when a bully is trying to extract herself from blame. You may then be distracted from effective action in your quest for the truth.

Even less helpful is to ask students to explain why they behave in a certain way. It is very hard to explain our actions, maybe impossible in a way which will satisfy a teacher. We were recently told about a small pupil who undid the safety bolts on a climbing frame and his teacher asked him why he had done it. His predictable reply was, "Don't know, Miss." The teacher became frustrated and we asked her why she thought he had done it. "Because he is disturbed and attention seeking," she replied. Was the teacher really expecting the boy to reply....."Well, Miss, It is because I am disturbed.... ?"

Changing the victim

> "You have to learn how to stand up for yourself," says my mother. "Don't let them push you around. Don't be spineless. You have to have more backbone."
>
> I think of sardines and their backbones. You can eat their backbones. The bones crumble between your teeth in one touch and they fall apart. This must be what my own backbone is like; hardly there at all. What is happening to me is my own fault, for not having more backbone.

CATS EYE
Margaret Attwood (1990).

Over and over again we hear from victims that they are advised and urged to change their behaviour in some way, either by parents, teachers or through group work. They try to "stand up for themselves," "hit back," "walk away," "pretend you don't care," and each time their failure to act in a way which ends their misery just makes it worse. They feel it is their own fault that this is happening to them. It is not. Whatever their own inadequacy or

difficulty, it is not their fault and it is not their responsibility to stop it. It is our responsibility and we must give them that message loud and clear if we are not to compound their unhappiness.

There is nothing wrong with assertiveness training for everyone. There is plenty of benefit to be gained from social skills programmes for lots of students who are having difficulties in making relationships. However, these interventions should not be linked directly with the victim's plight but with more general developmental work

Punishment

Maybe the biggest challenge for us is to advise you to abandon punishment as a response to the bullies. We take a pragmatic approach and suggest that punishment simply does not work; in fact it will often make things worse when the bully takes further revenge on the victim.

If you want to encourage disclosure and you want to work positively with bullies then everyone in school must know that effective action will be taken but that it will not lead to punishment. We cannot agree with the following views.

In "Bullying - a practical guide to coping for schools," Eric Jones (1991) writes,

> *"Punish bullies. Record punishment and the reasons for it. Show him what you are putting on file and make it pay for whatever time it cost you to sort it out."*
>
> page 23.

and in another chapter John Pearce (1991) advises that when a bully is caught in the act we should respond by,

> *"Telling a bully that he or she will be dealt with later without specifying how or when can be very effective. The bully is likely to worry about what may happen..."*
>
> page 84.

Bullying is an antisocial behaviour resorted to by young people with inadequate or inappropriate social skills and we must respond in a way which will be helpful to their learning of improved behaviour. Increasing their anxiety and alienation from us is not likely to work!

The United Nations Convention on the Rights of the Child (1989) gives schools the responsibility to ensure that

"In all actions concerning children.......the best interests of the child shall be a primary consideration" (Article 3)

The use of Power

Bullying seems to be a clash between the powerful and the powerless, but power is seen in many aspects of human behaviour. Bullying can be viewed as part of a normal process of socialisation in which the group establishes its identity which is reinforced by the exclusion of others. The strength of the group lies in its sense of cohesion and without somebody out-grouped - that is visibly outside the group, the boundaries are hard to define.

The use of power by the bully can be seen in the way the bully dominates and the reasons put forward, generic, family background, low self-esteem, poor social skills, gender differences, are not discussed in this article. Whatever the reason, we take the view that we have bullies and victims in school, and that this is not a healthy situation. We need to provide a safe environment for all, and we need to question our solutions to the problem. The use of power to stop the bully may confirm to the bully how power can be used to

intimidate the weak, and to suggest to the victim that they need to be more powerful, may leave them feeling even more powerless. The crucial element that we feel is overlooked in much of the research is the potentially pro-active role of those who observe and/or collude.

The Observer.
Though a sizeable minority of pupils may be victims or bullies, the majority of pupils will not be involved other than as observers. There is a need to make these pupils aware of the important role of a witness and to allow them to devise and practice safe interventions they might make.

A Whole School Approach.
Besag (1989) writes, "The whole school system should be organised to support all children and staff so that no one child or teacher is left alone to try to resolve a bullying problem." There seem to be two distinct approaches which need to be integrated in order to ensure that bullying is reduced
    - a school environment where bullying is seen by all to be inappropriate
    - help for victims and bullies.

The reader of books and articles on bullying will find a host of strategies and interventions planned to enhance the environment, develop the social and friendship setting of the school and supervise young people at play. These strategies will reduce the frequency of bullying but as young people feel safer they may report bullying incidents more frequently, hoping for effective interventions. This is where the enquiring teacher will be surprised to find that there is little advice available.

OUR APPROACH TO BULLYING BEHAVIOUR IN SCHOOL

Taking the view that bullying is an interaction which establishes group identity, dominance and status at the expense of another, then it is only by the development of "higher values" such as empathy, consideration, unselfishness, that the bully is likely to relinquish her behaviour and function differently in a social setting. If the preventive policy depends upon policing the environment, forbidding the behaviour, encouraging the victims and punishing the perpetrators then no lasting change can be expected.

The No Blame Approach
When bullying has been observed or reported then the following steps can be taken:

Step one - interview with the victim.
When the teacher finds out that bullying has happened she starts by talking to the victim about his feelings. She does not question him about the incidents but she does need to know who was involved.

Step two - convene a meeting with the people involved .
The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

Step three - explain the problem.
She tells them about the way the victim is feeling and might use a poem, a piece of writing or a drawing to emphasise his distress. At no time does she discuss the details of the incidents or allocate blame to the group.

.Step four - share responsibility.
The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it.

Step five - ask the group for their ideas.

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of improved behaviour.

Step six - leave it up to them.
The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.

Step seven - meet them again.
About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

The results so far.
Since we began training teachers in this approach - November 1991, we have undertaken three separate evaluations of the usefulness of the programme from two perspectives:

1   Does the distress of the victim reduce after the intervention?

2   Do the users, mainly teachers, find the programme easy to use?

Study one
The initial evaluation was a questionnaire by interview in June 1992 of teachers trained in December 1991 and January 1992.

The results reported were as follows:

Primary success rate	8/8	
Secondary success rate		47/49
Further Education success rate		2/2

where success is defined as the teacher, having discussed the outcome with the victim, reports that the intervention was helpful or very helpful.

Study two
During the academic year 1993/4 teachers and pupils in seven schools were given a specific training in the method and careful interview procedures were tape-recorded with all participants after they had tried the approach. Transcripts are still undergoing analysis but an initial reading indicates that all teachers and pupils found the process easy to use and helpful. Some exceptionally happy outcomes were achieved for young people who had previously been very unhappy. Several teachers reported that the approach had led to an improved ethos in the class which affected friendships and relationships in general.

"I was sceptical about the whole thing (No Blame Approach) to start with, I was extremely sceptical, although having said that, when you made the point about how much of the stress was cut down on and the time investigating, I could relate to that because I've been through it. Then to see how in a very powerful way the change came from the group itself and how they were so willing to play their part and enjoyed playing their part..... they were all keen to say how much better things were.

I was excited by it, that's why I've continued to use it. "

Head of Year - Comprehensive School May 1993

Study three
The No Blame Approach is supported by a training video and workbooks, Maines and Robinson (1992). A questionnaire was sent to 100 schools which had bought the materials.

In order to collect useful data the paperwork was quite substantial which might explain the poor returns - only 13 which included one stating that the LEA did not participate in any data collection and one which was incomplete. Reports came from 2 middle, 1 junior and 8 secondary schools reporting on 46 separate incidents.

In all instances the approach was rated as successful; [in one case the sequence was repeated as the effect was not immediate.]

Of the eleven schools all described the approach positively; very good [3], positive [4], incredibly successful [1], very effective [1], very useful [2].

Ten schools reported an increase in willingness on the part of staff to tackle the problem with confidence.

Five schools involved parents in 16 of the interventions.

Consideration of these evaluations
There has been no attempt to compare the data with that which might be obtained from a control group for whom another intervention was used. The authors did not wish to encourage the use of interventions which might be less helpful or even harmful so a control group for which
  * no intervention
  * punishment of aggressors
could not be justified for ethical reasons.

The only other intervention which might provide a satisfactory comparative group might be the group using the Common Concern Method. [Pikas 1989]. The success of this method has been evaluated in the Sheffield Project {to be published; Smith and Sharpe 1994} and a 70% success rate is described. The two approaches have some similarities but the No Blame Approach does not require such an intense training programme and is much less time consuming to implement.

Another consideration might be that since the victim is likely to disclose distress at a time of crisis, there may be a natural improvement regardless of any intervention. Whilst we acknowledge this to be true, the idea that an adult might respond to the disclosure with an assurance that "it will probably get better soon." would be unacceptable to most teachers and parents.

It is important to see this intervention as a part of a whole programme which includes strategies which will reduce the frequency of bullying and which makes a clear statement to the staff, students and the community that bullying is taken seriously and is not acceptable. The school community will not allow young people to suffer because of the unkind behaviour of others. Whenever it is reported then the group will accept the responsibility to put it right.

Controversy
This method of working with young people is not universally accepted by other professional in the field who favour a punitive response to the bullies.

"It seems to me that the no blame approach will only reinforce the attitudes of joy-riders, lager louts, muggers and others like them, who ultimately take no blame ..... for the consequences of their actions."
Dr Michele Elliott, Director, Kidscape. Sunday Times Letters, 14/11/93

The No Blame Approach is sometimes misunderstood as a "soft" option. This could not be further from the truth... to ask young people to take this responsibility is a tough and very grown-up demand. The imposition of punitive interventions is the soft option leaving the young person in a position of childish dependence upon adult methods of control.

Some reports from colleagues who have tried out the no blame approach.
Many of our colleagues have tried out the intervention and we have heard lots of encouraging reports of its success. A few are recorded below. There have been some slight modifications made to the plan, either because the approach was not explained carefully enough, or because some changes seemed to suit the style of that teacher. For example, a primary school headteacher took the victim in to meet with the group of bullies. This is fine if the victim is robust enough and willing to speak for himself.

A primary school headteacher.
I found the strategy quite difficult in terms of my own attitudes: Resisting the temptation to blame and tell-off bullies does not come easily! The children took it all in their stride and relationships were not damaged by the process - no recriminations were observed, as no one had been "got into trouble". In terms of time expended the process was very economical - no more than an hour being -spent on it in total. And yet the results have been quite staggering. There has been no recurrence of the problem whatsoever, and about six months have passed now. It seems to have been about the nearest thing possible to a "Magic Aspirin" for bullying! All I need now is for another incident of bullying to occur so that I can try it again!

A comprehensive school deputy head
Each time the empathy method has been used it has worked, it takes time but no more so than collating individual statements from pupils. Also, we have had no parental come-back either in terms of positive or negative feedback. It would appear everyone just feels relieved!.

A parent of a nine year old boy
My boy was a victim of school bullying and when he came home he used to behave in a very nasty way towards his younger brother - as though he was taking it out on someone weaker. The school used the no blame approach and things changed for my son. Now he is happy to go into school and he is also much nicer to be with at home. I am really in favour of this method and I don't think punishing the bullies would have worked as well.

Responding to the "Yes... but... !"

You are not seen to be taking strong action - what will parents, pupils, colleagues, think?
A school which has a clear, written policy on its anti-bullying procedures is not likely to incur disapproval from the community. In our experience most dissatisfaction arises when teachers do not take parental complaints seriously or when they respond by blaming the victim: - "It's six of one and half a dozen...", "She doesn't do much to help herself."

We have attended several parents meetings and explained the "no blame approach" and the reaction has been very positive. Parents of victims may have feelings of revenge and anger but when we reassure them that something will be done we find they agree that the most important thing is to stop the bullying.

What do you do if there is a serious incident of violence?
When a pupil is seriously assaulted by another then the usual sanctions must be applied, even calling the police if appropriate. This does not mean that the "no blame approach" cannot be tried as well since the particular incident of violence would not be discussed. The issue addressed is the misery of the victim and how that might be alleviated.

Surely you need to know exactly what went on?
It is only necessary to know that bullying is happening and to have the names of the young people involved. Any attempts to take accurate accounts about the events are likely to stir up further disputes, to increase hostility towards the victims and to waste a lot of time because the "truth" may be hard to find and may vary from one person's perspective to another.

Bullying is a complex process and you are not likely to discover all its ramifications and certainly not all its causes by questioning the participants.

What if only one bully is involved?
We believe that it is very rare that bullying takes place in real isolation - there is nearly always some knowledge and even consent from a group, even if they disapprove and refuse to join in. Secret bullying of one person by another is rare and hard to discover but if it is revealed then the "no blame approach" might still be tried. A peer group could be given the opportunity to help put things right, even if they have not been involved in the unhappiness.

It might be worth considering whether interventions planned on child protection programmes might be helpful for these situations since they may apply to abuse of an individual by another who is not a member of the peer group.

What if the bully is seriously disturbed?
Pupils with seriously maladaptive behaviours should be helped in the usual way. The "no blame approach" is planned to stop bullying, not to treat pathology. Any individual who is involved in this process may be offered other additional interventions or referred for specialist advice as necessary.

What about victims that provoke bullying? Why can't we help the victim directly?
Some victims may display behaviours which appear to encourage bullying from their peers. Any young person who has poor social and friendship skills or who is very unassertive should be offered help and support in order to learn appropriate social interaction. This should not be implied as a responsibility to stop the bullying for themselves.

When the group convenes to discuss the plight of the victim someone may suggest that he or she is encouraged to behave in a different way... "we could ask her to stop..." That is fine as long as the group take the responsibility to help her and the changes are within her ability.

Conclusion
Bullying is a serious problem which spoils the lives and learning of a significant number of young people in schools. It is time to stop collecting the data on frequency. Bullying does occur in all schools. Preventive approaches will reduce it but it will still happen and teachers need to know how to deal with it when it does.

The No Blame Approach seems almost too simple and it is hard for teachers to let go of the traditional ways of dealing with the behaviour - interrogation and punishment. However, the students and parents tell us that all they care about is that the behaviour stops and this intervention achieves just that.

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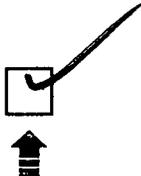
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