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

To enshrine our commitment, MBBC has signed the Kandersteg Declaration Against Bullying in Children and Youth – a landmark international agreement about the nature and scope of the bullying problem. To read the full declaration visit www.kanderstegdeclaration.org

**WHAT IS BULLYING?**
A frequently cited definition of bullying is the “repeated intimidation over time of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of persons” (Rigby). Three important points in this definition are:

**Power** – Children who bully may acquire power through various means: physical size and strength, status within a peer group, and recruitment within the peer group so as to exclude others.

**Frequency** – Bullying is not a random act. It is characterised by its repetitive nature whereby the children who are bullied not only have to survive the humiliation of the attack, but live in constant fear of its re-occurrence.

**Intent to harm** – Bullies usually deny any intent to harm others and may not always be conscious of the harm they cause. Causing physical and emotional harm, however, is a deliberate act. It puts the child who is bullied in a position of oppression by the child who bullies.

**TYPES OF BULLYING**
It is important to recognise that bullying can not only be categorised as direct (e.g. name calling, hitting) and indirect (e.g. exclusion, rumour spreading) but also as:

**Physical** – hitting, kicking, pushing, tripping, shoving, fighting, touching, damaging/destroying property, gestures, staring.

**Verbal** – teasing, put downs, offensive/abusive comments, ridiculing, sarcasm, rumour spreading, crude jokes or comments, obscene/threatening phone calls and emails.

**Social** – exclusion, rumour spreading, gossip, racial/sexual comments, graffiti and notes about others.

**Emotional** – victimisation, extortion (forcing others to hand over money, food or other possessions), forcing other students to do their work, instilling fear in others.

**Cyber** (Emails, SMS, Chat rooms, Social Networking Sites i.e. Facebook) - offensive/threatening images, offensive/threatening/abusive/hurtful comments, rumour spreading.
College Response to Bullying

PROCEDURES FOR REPORTING

Any student who is bullied or anyone who witnesses an incident of bullying behaviour should report the incident, no matter how minor, and follow the procedures below:

As a student – you should notify your class teacher/form teacher, Deputy Head of College, Chaplain, classroom teacher, parent, support staff classroom teacher, parent, or any adult or senior student with whom you feel comfortable.

As a parent - discuss the situation with your child’s Team Leader, Deputy Head of College. In Primary, speak with the class teacher Team Leader or Deputy Head of College as soon as possible.

As a teacher - after ensuring the safety of the victim, discuss the incident with the Deputy Head of College or Team Leader.

CONSEQUENCES

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

1. Monitoring of the students involved
2. Conflict resolution/mediation with students and/or families involved
3. Counselling/restorative practices
4. Restitution
5. An agreement regarding standards of future behaviour
6. Detentions (lunchtime/afternoon/Saturday)
7. Signed student contracts
8. The involvement of outside agencies
9. Suspension
10. Expulsion

PREVENTION STRATEGIES

- Responding appropriately to every report of bullying
- Surveys on the incidence of bullying
- Through the curriculum, examining aspects of bullying
- Through the Student Care Program, raising the awareness of bullying
- Ensuring the message ‘it is okay to report bullying’ is promoted
- Involvement of all staff
- Encouraging positive peer group pressure
- Explanation of the anti-bullying process during pastoral time, whole school assemblies, year level and gender based meetings and publication to parents
- Encouraging peer support
- Teacher observation of students in and out of classes
- Visual advertising around the school
- On-going professional development for staff
- Providing a supportive environment for students
- Counselling for those affected by bullying
Parental Response to Bullying

AS A PARENT WHAT CAN YOU DO?
Engage in regular discussion with your child and listen to stories about their day and who they spend time with. Encourage your child to share how certain interactions, positive and negative, make them feel. Often the instigators of ‘nasty’ talk or behaviour are unaware of the impact this has on others. Listening to someone express their feelings can make them more aware and responsible for their actions.

• If a child expresses a concern about bullying ask them to express what happened in their own words. Sometimes their understanding of what constitutes bullying is not clear.

• If a child is experiencing a problem with his peers, ask him to think of a few different ways he could approach the problem rather than giving them the ideas. They are more likely to be able to think on the spot when needed if they have thought about a variety of possible solutions.

• If you are concerned about the possibility of your child being bullied, please report it so the issue can be explored and investigated further.

• As mentioned above, be a positive model for your children during your own interactions with others.

• Several authors explore the reasoning behind bullying and suggest that it most commonly occurs in the Upper Primary Years and early Secondary School. Books which you may find informative regarding bullying and dealing with such issues are:
  • I am Jack by Suzanne Gervay
  • Don’t call me Ishmael by Michael Gerard Bauer
  • The Bully from the Black Lagoon by Mike Thaler
  • The Striker by Johnny Warren and Deb Abela
  • Now by Morris Gleitzman
  • Nathan and the Ice Rockets by Debra Oswald and Matthew Martin

• It is important that the boys know to tell someone they can trust and can confide in – this may be a class teacher, parent, specialist teacher, or house teacher.

FURTHER INFORMATION
http://stopbullyingnow.hrsa.gov/kids/