The School Motto, *Spiritus Scientiae* is taken from (1 Corinthians Chapter 12). Saint Paul regarded the *Spirit of Knowledge* as one of God's gifts to His people and, as such, this motto seemed eminently in keeping with the School's objective of imparting knowledge to its students through the auspices of the Holy Spirit.

**SCHOOL MISSION STATEMENT**

Within a framework of Christian values provide the challenging and supportive learning experience that achieves the best outcome for the individual. The School offers an education that caters to the individual needs of its students and proudly promotes Christian values.

To ensure the development of each student, emphasis is given:

- discipline that is firm but fair;
- to respect and be responsible for oneself and for each other;
- to participate in co-curricular activities and service;

The combined intention of which is the development of a commitment towards responsible citizenship.

There is a strong tradition of co-operation and friendship between parents and staff in the School. The process of education is a combined operation, with School and home each playing an important part. The School expects to contribute to the full intellectual, physical, social, aesthetic, moral and spiritual development of each student.
Whitsunday Anglican School is committed to providing a safe and caring environment, which fosters respect for others and does not tolerate bullying.

First and foremost the School affirms the rights of all community members to feel safe at School. Through words and actions, all students, staff and parents will promote care, respect, cooperation and celebration of diversity. While quality leadership is an essential element that underpins the creation of a safe and supportive school environment, the responsibility rests with the entire School community; parents and staff being at the forefront!

The Junior School has an ongoing commitment to guiding the students’ behaviour towards appropriate and acceptable social outcomes: an agreed upon and common approach used by the students reinforces, empowers and encourages them to feel comfortable in taking a stance against bullying, and develops the resilience to continue to be problem solvers not problem makers.

The School’s policy is both Proactive and Reactive. The School acknowledges that there must be an appropriate communication between School and home throughout the processes. In actions responding to incidents, allow for flexibility depending on the nature, severity and extent of the bullying. Natural justice principles should apply.

**Definition of Bullying:**
“Bullying” is defined as any unsought attention which results in physical, emotional or moral discomfort of any kind. Bullying is repeatedly and persistently ‘hurting’ someone over time.

Bullying can take many forms and not always by fellow students. We consider the following behaviour to be bullying:
<table>
<thead>
<tr>
<th>Type</th>
<th>Repeated examples of:</th>
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<tbody>
<tr>
<td><strong>Physical</strong></td>
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<tr>
<td>• Hitting, kicking, punching</td>
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<tr>
<td>• Pushing, shoving, spitting</td>
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<tr>
<td>• Making rude gestures</td>
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<td>• Taking or damaging something which belongs to someone else</td>
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<tr>
<td>• Pressuring others to hand over food, money or something which belongs to them</td>
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<tr>
<td>• Coercing someone do something they do not want to</td>
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<tr>
<td>• General physical harassment</td>
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<tr>
<td><strong>Verbal</strong></td>
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<tr>
<td>• Name calling</td>
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<td>• Teasing</td>
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<tr>
<td>• Threatening</td>
<td></td>
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<tr>
<td>• Making fun of someone because of their appearance, physical characteristics or cultural background</td>
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<tr>
<td>• Making fun of some one’s actions</td>
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<tr>
<td>• General verbal harassment</td>
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<tr>
<td><strong>Social</strong></td>
<td></td>
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<tr>
<td>• Excluding others from the game or group</td>
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<tr>
<td>• Spreading untrue stories about others</td>
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<tr>
<td>• Hiding or damaging property</td>
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<tr>
<td><strong>Cyber</strong></td>
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<tr>
<td>• Abusive texts and emails</td>
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<tr>
<td>• Hurtful messages, images or videos</td>
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<tr>
<td>• Imitating others online to set them up</td>
<td></td>
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<tr>
<td>• Excluding others online</td>
<td></td>
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<tr>
<td>• Nasty online gossip and chat</td>
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<tr>
<td><strong>Indirect</strong></td>
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<tr>
<td>• Standing by – a bystander</td>
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</tbody>
</table>
Anti-Bully Strategies:
At the Junior School we will:
- Discuss and display our Talk, Walk, Ask, Tell strategy
- Openly talk about bullying - what it is, how it affects us and what we can do about it
- Teach our students the skills, which will build their resilience and self-esteem and empower them to take the responsibility for themselves - and give them the opportunity to practise these skills; the skills include the ability to communicate, be assertive, negotiate compromise and develop respect and empathy
- Use internal (YCDI!) and external programs to support the School’s procedures (e.g. STAMP Out Bullying, Bullying No Way, Harmony Day)
- Support all students, and parents, involved in any ‘bullying’ incidents and investigations with subsequent affirmative strategies.

We are looking at improving and enhancing the skills of our students:
- Problem behaviours have clear consequences and actions
- Student behaviour is monitored and staff receives regular feedback
- Strategies are implemented at a range of levels – classroom, individual, yard, and Specialists
- Positive behavioural strategies are designed to meet the needs of the students
- Appropriate student behaviour is taught and modelled
- Positive behaviours are acknowledged and reinforced
- Students are redirected for minor, infrequent behaviour choices

Responsibilities of Students:
- To report if they are being bullied or if they see someone being bullied
- To help someone who is being bullied – be an active bystander
- To not bully others
- To develop resilience.

If it happens to me:
* TALK – say ‘No!, Stop!, I don’t want you to do that!’
* WALK – If they persist in annoying or provoking you walk away and ignore them.
* ASK – If they still persist, face them and ASK them in a strong voice, “Why are you doing this? I do not like that. Leave me alone!”
* TELL – If they continue, walk away and TELL the first staff member you see. That adult will then assist you.

- Do not retaliate with physical or verbal abuse
- Feel confident that an incident can be resolved
- Talk it over openly with your parents and teachers. They can help you make a decision
- Write a description of the events and give it to a staff member.

If it happens to someone else:
- Tell the person to stop bullying
- Be a friend to the person being bullied
- Encourage them to inform someone
- Seek help – you can decide to do something about it
- Write a description of the event and give it to a staff member
- Talk it over with your teacher and parents.
Some things you can do to stop yourself from bullying:
- Avoid people who encourage you to bully others
- Make different friends, join other groups and do not encourage others to bully
- Learn to say and do what you want without making other people unhappy
- Talk to someone you trust and get help.

Why do most students not bully others?
They do not bully because:
- They have good social skills so they can make friends and be happy without bullying
- They think bullying is wrong. Most students feel that they would feel ashamed of themselves and their parents would be really upset with them if they bullied
- They don’t feel they need to bully. Students who feel good about themselves and enjoy school say they don’t feel the need to bully
- They are too busy to think about it. Students who are involved in activities and are enjoying what they are doing are usually not interested in bullying
- They have strong, supportive friendships groups. Students who have happy and supportive friends are found to be far less likely to bullying or to be bullied.

They believe that bullying isn’t worth it. Some students may sometimes feel like bullying but don’t because they know the consequences will be dire. For example, they will get into trouble at school and at home and/or their bullying behaviour will make them look bad to friends, family or teachers.

Responsibilities of Parents
- To watch for signs that their child may be being bullied
- To speak to someone on staff at the Junior School if their child is being bullied or they may suspect that this is happening
- To instruct their children to inform if they are being bullied
- To discourage any planned retaliation, whether physical or verbal by discussing positive strategies that may be utilised
- To ensure their children understand the definition of ‘bullying’
- To know the Junior School’s Anti-Bullying procedure
- To model appropriate behaviour at all times
- To remain positive about their child’s qualities and encourage their child to be tolerant and caring and resilient
- To model a positive attitude towards School
- To be supportive of their child and the school should more severe consequences be determined as a result of ‘bullying’ behaviour

Responsibilities of Staff
- To model appropriate behaviour at all times
- To deal with all reported and observed incidents of bullying as set out in this document
- To ensure that students are supervised at all times
- To keep a record of incidents of bullying that occurs in the classroom
- To report incidences of bullying to the Head of Junior School or Assistant Head of Junior School if warranted
- To continue to skill students to be assertive, to be able to negotiate and to compromise
- To adopt positive classroom management strategies and incorporate anti-bullying messages in the curriculum
- To be obviously present within the School whether on ‘duty’ or not, as a deterrent to
possible incidents of bullying – ‘duty of care’

**Reporting Bullying:**
Incidents of bullying can be reported to any teacher or the Head of Junior School or Assistant Head of Junior School by students and their parents as soon as possible following an incident – may be reported verbally, written or drawn.
- Classroom incidents will be recorded by teachers and reported to parents
- Playground incidents will be recorded in the Yard Duty Log and reported to parents
- Any bullying incident that is dealt with in the classroom or on the playground will be recorded in files of individual students.

**Responding to Reported Incidences of Bullying:**
When a bullying incident is reported or observed on the playground or in the classroom we will use the following:
- Talk to the students involved about the incident and remind them that such behaviour is not acceptable. Comfort the ‘victim’ and point out how he/she feels
- Inform parents and include in ongoing discussions
- Record incident
- Counsel the ‘victim’ and ‘offender’ with appropriate strategies
- Advise the ‘bully’ (and parents) of the consequences of further incidences
- Separate the offending student from the group for ‘reflective time out’
- Inform other staff of the incident
- Record the incident in the student’s file
- Monitor the behaviour of the students involved following this discussion. Allocate the ‘bully’ some tasks to do or some responsibilities, and praise him/her for doing something right
- If the student continues to bully, the Head of Junior School or Assistant Head of Junior School will speak further to the parents/carers. Non-compliance by the student after intensive support may result in further more serious consequences.

The staff will be responsible for implementing the program and ensuring that incidences of bullying are dealt with in a manner consistent with the procedures and followed up as soon as possible after it is reported or observed.

**As a School we will continue to:**
- Encourage the ‘triangle of interdependence’;
- Use cooperative learning strategies that are inclusive;
- Provide the students with strategies to deal with bullying and to develop resilience;
- Review the development and implementation of current procedures.

**Reviewing and Evaluating the Procedures**
We will review and evaluate the program by:
- Reminding students and teachers of our expectations at school assemblies and staff Meetings
- Providing families with a copy of the Junior School’s WASformation booklet
- Including a copy of the ‘Junior School’s Anti-Bullying Procedures’ on the School website
- Revisiting and revising the classroom activities on bullying in Term One each year
- Noting if there has been a reduction in reported or observed incidences of bullying
- Speaking to parents who have reported incidences to find out if the problem has been resolved
‘.. we all have the right to alight from our vehicle at the beginning of the school day with a huge smile on our face, and then at the end of the school day leave with a huge smile on our face.’

To encourage all of our students in these points we ask that the School community foster these forms of reactions and with the words included within. Working together, the triangles of interdependence, to assist our students can only encourage them to develop and grow in the areas of independence and resilience.

It helps our students become **problem solvers** not **problem makers**.

*It is our responsibility.*

**Useful links:**

- **Raising Children Network**
  [http://raisingchildren.net.au](http://raisingchildren.net.au)

- **Friendly School and Families**

- **Michael Carr-Gregg**

- **Bullying—No Way**

- **Kids Helpline—1800551800**

- **CyberSmart**
LEARNING through LOVE

LIVING by FAITH

LEADING with SERVICE

PRINCIPAL: Mrs Maria McIvor BEd, DipTchg, TTC, GCertTH
Whitsunday ANGLICAN SCHOOL, MACKAY
2-16 Celeber Drive, NORTH MACKAY, QLD 4740 - PO Box 3390, NORTH MACKAY, QLD 4740
Phone 07 4969 2000 - Fax 07 4969 2001 - admin@was.qld.edu.au - www.was.qld.edu.au
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