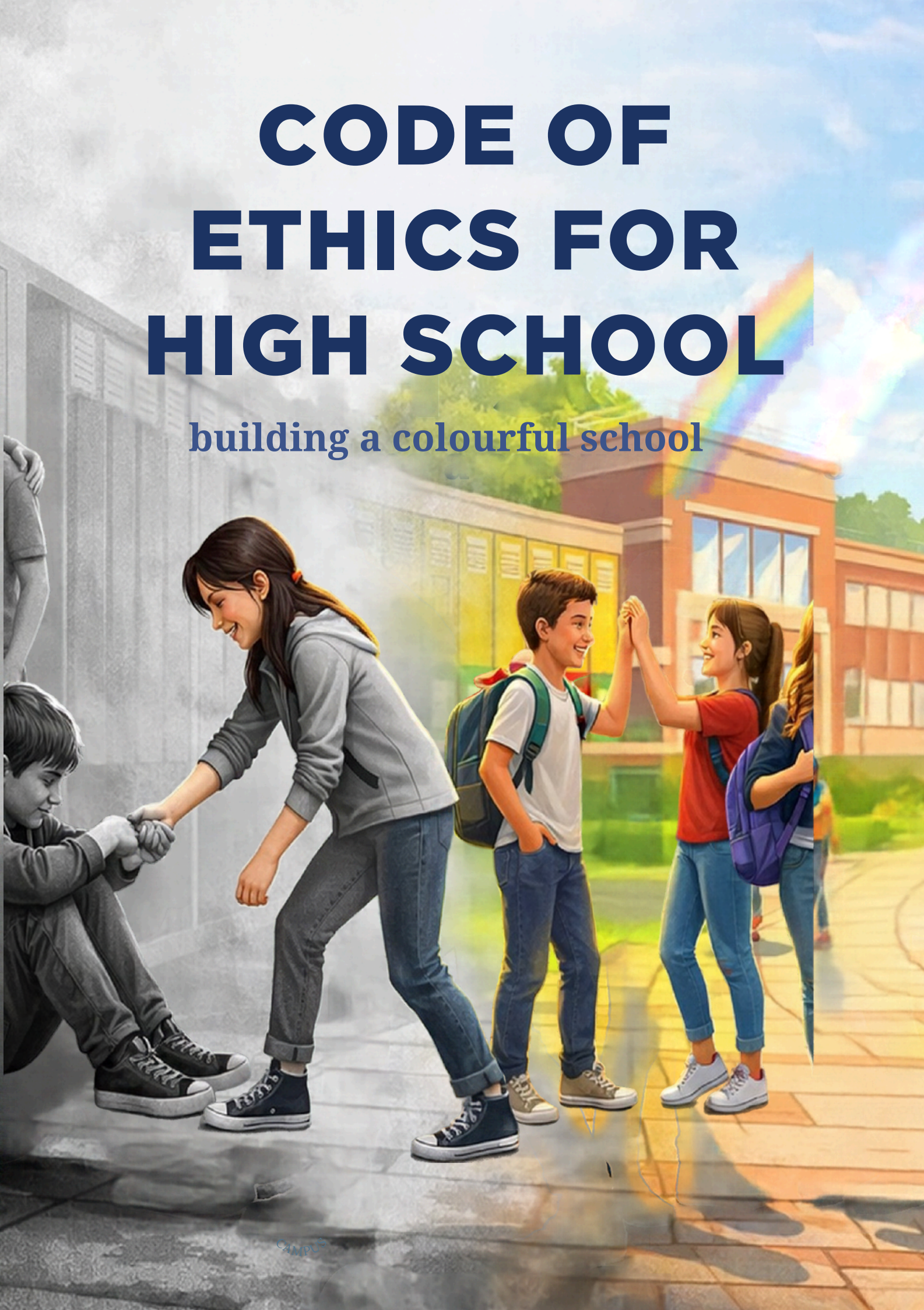
CODE OF ETHICS FOR HIGH SCHOOL

building a colourful school



Anti-Bullying Code for High School

Gonzaga Campus recognises that tackling bullying and cyberbullying is an educational responsibility shared by students, teachers and families. This code reflects the direct contribution of students from the Permanent Monitoring Committee (TPM) and sets out practical principles in order to build a school community founded on dignity, trust and shared responsibility.



Values and Commitments

1. Fairness

The school is committed to ensuring that every student is treated with equal dignity and care, without discrimination of any kind. Inclusion is more than a slogan: it means giving each person what they need to feel well and grow. Fairness does not mean treating everyone in the same way, but giving each person the conditions to fulfil their potential.

2. Respect

Respect is the basis of every relationship: no one should be mocked, not even “as a joke”. Words and actions, spoken, written or online, must always protect another person’s dignity. What sounds like a joke to one person may hurt another one: the person who listens sets the limit, not the person who speaks.,

3. Listening

Listening means truly making space for what someone else is experiencing, without judging or playing it down. Every student should feel free to speak and be taken seriously, confident that their words will not be dismissed as an overreaction. Listening is the first tool of prevention: many situations are resolved when someone takes the time to listen to them..

4. Courage

It takes courage to step in, stand up for someone in difficulty and say when something is wrong. Silence does not protect anyone; it only lets the situation continue. Acting responsibly, even when it is uncomfortable or may leave you standing alone, is a sign of maturity and personal freedom.

5.A Safe and Calm Climate

The school promotes a calm environment, open to dialogue, where there is no room for a code of silence. Everyone's wellbeing contributes to the wellbeing of all. A positive climate is built every day, through the care of every member of the community, allowing each person to learn, build relationships and grow without fear.

6. Support

Problems should not be hidden; they should be addressed openly. The school community offers practical support through teachers, designated staff and the classmates, so that no one has to face a difficult situation alone. Knowing whom to turn to and being able to count on a timely response are essential to protecting every student.

7. SeekingHelp

Anyone experiencing bullying should be able to count on real support at school and at home. It is important to seek advice from adults and the people responsible for helping, rather than facing distress alone. Asking for help is the first step towards regaining control of the situation.

8. Sharing

Sharing experiences and feelings helps people overcome difficulties and rebuild relationships. Talking with peers and adults can also support reconciliation and accountability, helping the person who was harmed and the person who caused harm understand one another and rebuild a healthy relationship.

9. Working Together

Students, teachers and families work together to prevent and face every situation, even a small one. The dialogue builds trust, helps identify signs of distress early and prevents conflicts from becoming harder to manage.

10.Awareness

We are not always fully aware of the consequences of our actions. The school helps students understand the impact of behaviour, both on those who act and those affected, and recognise how a gesture or word, especially when repeated or amplified online, can deeply affect someone's life.

11. Teachers' Role

Teachers are active points of reference: they listen, step in and guide students. Speaking to them is essential to addressing bullying appropriately. Effective action that protects everyone involved is possible only when adults are engaged.

12. Rules

Rules safeguard safety and mutual respect. Appropriate language is especially important: offensive or discriminatory expressions have no place at school, in group chats or on social media. Rules do not restrict freedom; they make it possible for everyone's freedom to be respected.



13. Strength

It takes strength to break the silence: speak first with trusted friends, then with the adults responsible for supporting you. Asking for help is not weakness; it is a responsibility to yourself and others. True strength is not bearing everything alone, but finding the courage to accept support.

14. Responsibility

Anyone who bullies others is responsible for their actions and their consequences. Taking responsibility is the first step towards changing behaviour: recognising the mistake, rectifying the damage caused and committing not to repeat it is a process the school will guide and support.

15. Tolerance

Welcoming differences means recognising the value of every person. Diversity is not a limitation but a strength for the whole school community. Tolerance means being willing to learn about what is different without judging it, and to build a space together where everyone can be themselves.

Conclusion – A Message to Adults

All adults in our educational community, teachers and families alike, are called to make a genuine commitment: to listen without prejudice, understand young people's experiences, and respond with balance.

Only an attentive, consistent and supportive presence can help young people build healthy, responsible relationships. The students contributed personally to writing these codes; it is up to adults to make those commitments credible through their daily example and by being there when needed.