GONZAGA CAMPUS

CODE

Anti-Bullying

"Brothers and Sisters All"

Friendship

Kindness

Respect

Solidarity

United

Peace

Inclusion



Anti-Bullying Code

Middle School and Medie

This Code was developed through the direct contributions of the students of the Anti-Bullying Monitoring Group. It is a shared commitment among students, teachers and families, setting out positive actions to put into practice every day, grounded in empathy, respect and responsibility.

"Feeling safe at school means feeling well."



Principles and commitments of the school community

1. All students are equal and deserve respect

Every student has equal worth, regardless of appearance, background, abilities, personality or interests. Teasing about someone's clothes, the way they speak, their school performance, cultural background or any other personal characteristic is unacceptable. Equality means recognising that everyone has the right to be treated with dignity, at school and beyond, in person and online.

2. Always report bullying

Never keep bullying to yourself. Telling a teacher or another trusted adult makes it possible to act promptly and protect the person being targeted. Reporting is not "snitching"; it is an act of responsibility towards a classmate. If you see someone being insulted or excluded, tell an adult straight away, even if you are not directly involved.

3. Stand by anyone who is struggling

Anyone experiencing bullying needs to know they are not alone. Small gestures, such as sitting beside someone who is isolated, saying hello or inviting them to join an activity, can make a real difference. Support from classmates is a vital first step towards stopping distressing situations and helping someone who feels excluded regain confidence.

4. Know who you can turn to

Every student should know whom to approach for help: teachers, anti-bullying student ambassadors or trusted classmates. Having clear, shared reference points facilitates open communication, makes asking for support easier, and ensures no one faces a problem alone.

5. Step in promptly to support a classmate

When you see a classmate in difficulty, act straight away: speak up in their defence, call an adult or refuse to join in the teasing. No dramatic gesture is needed. Even saying "That's not okay" can help stop harmful behaviour and show the person being targeted that someone is on their side.

6. Talk with those who have acted wrongly

Sometimes students who bully others do not fully understand the harm they are causing. Speaking to them respectfully but firmly can help them reflect. For example, explain that a repeated joke can be deeply hurtful, even when the person making it thinks it is funny.

7. Welcome new classmates

Starting at a new school can be a vulnerable moment. Introduce yourself, include a new student in activities, invite them to sit with the group and help them find their way around the school and its routines. A warm welcome is the first form of prevention: it reduces isolation and the risk of conflict.

8. Feeling safe at school means feeling well

A safe school is more than a place without violence: it is a place where people feel at ease. Everyone should be able to speak freely, take part in activities and build relationships without fear, knowing they will be heard and taken seriously. Each person's wellbeing is the measure of everyone's safety.

9. Do not be a bystander

Ignoring bullying allows it to continue. Anyone who witnesses it has a responsibility to step in or report it. Bystanders are not neutral: their silence or laughter can encourage the person causing harm. Not laughing at teasing, filming it or adding comments are already practical ways to stand against it.

10. Help others understand the impact of their actions

It is important to help those who have acted wrongly understand the consequences of their actions, for themselves and for others. With adult support, dialogue, listening and guided reflection can turn a mistake into an opportunity to grow rather than a reason to condemn someone.

11. Build a united class

A close-knit class is less vulnerable to bullying. Shared activities, cooperation on assignments and projects, and mutual respect help create a positive atmosphere in which everyone feels part of the group and no one is left on the margins.

12. Promote prevention

Bullying is prevented by creating a welcoming environment that pays attention to everyone's needs before problems arise. For example, listening to a classmate who seems sad or troubled can stop a situation from getting worse. Prevention is a daily commitment, not simply a response to serious incidents.

13. Encourage peer-to-peer dialogue

Students should feel free to talk to one another without fear of being judged. Having trusted classmates to confide in and ask for advice makes it easier to share problems and difficulties, and to address them before they become more serious.

14. Appoint representatives for class chats

In digital spaces, too, students can help promote respectful behaviour, remind classmates of the rules they have agreed on and alert adults to problems. Their role is not to punish; it is to care for the atmosphere in the chat.

15. Rules for class chats

Insults, mockery, offensive memes and false content are not acceptable in class chats, even when created with artificial intelligence tools. Sharing altered images of a classmate is serious and harmful behaviour that can have serious consequences for the person targeted. The same standards of respect apply online as in the classroom.

16. Value empathy and respect

Putting yourself in someone else's shoes can help prevent hurtful behaviour. Before speaking or writing, pause and ask yourself: "How would I feel if someone said that to me?" Empathy means recognising what another person may be feeling and responding with care.

17. Act at the first warning signs

Even small incidents, such as a repeated joke or leaving someone out of a group, must be taken seriously. Bullying often begins almost unnoticed. Acting early can prevent the situation from escalating and make it easier to resolve.

18. Support both those who are targeted and those who cause harm

It is important to support the person being targeted and also help the person who acted wrongly move towards positive change, without labelling them forever. No one is defined solely by a mistake. Giving someone the chance to change is part of the community's educational commitment.

19. Moderate class chats

Class chats should have a moderator who tactfully addresses inappropriate behaviour, alerts adults to any insults and helps maintain a respectful atmosphere. Moderation protects everyone taking part and helps keep the chat useful for the class.

Conclusion to the Lower Secondary School Code

The Gonzaga Campus Anti-Bullying Code is a practical tool for building a school community founded on respect, inclusion and shared responsibility. Only through everyone's commitment we can create a truly safe school where every student feels welcome and able to thrive.

Conclusion - An appeal to adults

All adults in our educational community, teachers and families, are called to make a genuine commitment: to listen without prejudice, understand young people's experiences, and respond with balance and firmness. Only an attentive, consistent and available adult presence can support young people as they build healthy, responsible relationships. The students helped write these Codes themselves. It is up to adults to make those commitments credible through their everyday example and by being there when they are needed.