**OBJECTIVE**

This policy aims to enable the College to respond to bullying in a timely and effective manner that promotes healthier social behaviour between students, both face-to-face and in the online world.

**OUTCOMES**

1. Teachers, students and parents are aware of the College's processes for responding to bullying.
2. Students who report bullying feel supported.
3. Students have strategies to improve resilience and reduce the need for antisocial behavior.

**RATIONALE:**

All members of our College community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying.  Teasing or fighting between peers is not necessarily bullying.

Bullying involves:

- Verbal Bullying:  The repeated use of words to hurt or humiliate another individual or group.  Verbal bullying includes, for example, using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

- Emotional/Psychological Bullying: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.

- Relational Bullying: Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.

- Physical Bullying: Includes repetitive low level hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property.  More serious violent behaviours are not necessarily treated as bullying and may be better managed through the College's discipline processes.

- Cyber Bullying: Involves the use of information and communication technologies such as email, text messages, instant messaging, websites and social media to engage in the bullying of other individuals or groups.  This technology can create additional means for verbal, relational and psychological forms of bullying.

- Bystanders: Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves.

## STAGE 1: STUDENTS

- Share feelings & concerns with others, including teachers
- Be supportive of each other. No-one deserves to be bullied
- Initially try to ignore the behaviour. If the bully has no response and is not encouraged then s/he may stop
- **Remember though, if this does not work then**:
  - Seek help. Find an adult you trust and ask for their help. They will be able to get help or give strategies to help respond and cope
  - Do not retaliate as this is rarely effective and often escalates
  - Seek support from class teacher, HoLA, Year Coordinator, Student Services or the College administration

### PARENTS

- Awareness that negative behaviour is not necessarily bullying
- Reassure the child being bullied that the fault does not lie with them
- Support the child by listening, not interrogating
- Year Co-ordinator can support with understanding of bullying and ways to confront the issue
- Need to be careful not to ignore or give the impression that the issue is unimportant
- Support child to follow procedures and seek support from teacher, HoLA, Year Coordinator, Students Services or the College administration

**Increase Support** ⬇                                   ⬆ **Repair & Rebuild**

## STAGE 2: TEACHERS

**Use of Classroom Management Strategies (CMS)**

- Building a positive relationship
- Creating a cohesive classroom group
- Letter, email or telephone call regarding concern(s)
- Establish, as a class, a clear set of class rules
- Outline expected behaviour (reinforce often)
- Establishing mutual respect
- Appropriate, engaging & relevant curriculum
- Letter, email or telephone commendations
- Resolve conflict with low key response
- Reward systems

**Implement 'Friendly Schools' strategies**

When a bullying incident is first reported:

- Meet with those students concerned individually (Bully and the student being bullied)
- Complete SEQTA entries of student account of events and inform parents and Year Coordinator

Depending on the range of seriousness:

- Meeting with parent and student to implement Class Behaviour Contract

Refer to Stage 3 – HOLA support as required

**Increase Support** ⬇                                   ⬆ **Repair & Rebuild**

## STAGE 3: HOLA

Support of classroom teacher in implementing CMS:

- Support classroom teacher with Restorative Practices
- Possible after school, lunch or recess detentions
- Formal parent contact– by this stage the parents must be contacted Recommend a phone call indicating a level of seriousness
- Document strategies used and teacher follow up required on SEQTA

Refer to Stage 4 – Student Services support as required

**Increase Support** ⬇                                   ⬆ **Repair & Rebuild**

## STAGE 4: STUDENT SERVICES

**Year Coordinator**

Continued use of CMS and conflict resolution strategies:

- Formal meeting with parents
- Review meetings with students, and teachers if necessary
- Provide support to build resilience in bullied students
- Case management and referral to necessary agencies (e.g., Care Team/External Support Services)

**Program Coordinator**

- Support with documented planning (i.e., IEP, IBP, IAMP)

**STAGE 5: Program Coordinator/Deputy**

## Safe Classroom Plan

This is best used in conjunction with another intervention or purely to deal with the fear of going into a class rather than any specific behaviour from bullies.

1. Identify the classes where the problem exists and the teachers who have responsibility for these classes.

2. Agree on a description of the problem that will be explained to all of the relevant teachers.

3. Inform the student that each teacher will discuss with them individually what would help them make the class safer. Then book a follow up meeting so you can check up how the student is going.

    **Examples for the class teacher:**
    a. Teacher focusing on addressing any putdowns for a week.
    b. Designate desired seating for the student.
    c. Create a signal for the student to use if they want to move seats. Then pretend that you are moving the student because they have not been working etc.
    d. Agree on circumstances when the student can leave if needed.
    e. Agree on how the student can privately report bullying that occurred in the lesson.

    **Examples for the Co-ordinator (outside class times)**
    a. "This is where teacher X is on duty and they are aware of the problem".
    b. "This is where these student's hangout at recess and lunch".
    c. "If there is a problem you can come to this office or this office and the staff will be aware of the situation".
    d. Arrange a student mentor and use the orientation checklist.
    e. Negotiate drop off and pick up arrangements with parents.

4. Ask the relevant teachers to inform you when they have talked to the student so it can be recorded on SEQTA.

5. Follow up with the student a week later to assess the success of the intervention.

## Mediation

Best used when there is a conflict and <u>both</u> parties have agreed to do mediation.

*It is recommended that you run through these questions alone with each individual before you run the meeting with them together. This allows you to gauge whether both individuals will be appropriate for the intervention.*

**Introduction**
Ground rules
- Both have agreed to try and solve the problem
- No interrupting, you will each be allowed to have your say.
- Things said must stay between us

**1. Find out what happened**
Person 1 version
Mediator repeats in own words (active listening)
Asks how it affected person 1 ('I' statement)

Person 2 version
Mediator repeats in own words (active listening)
Asks how it affected person 1 ('I' statement)

**2. Search for options**
Ask person 1 to come up with 2 or 3 options that will make them satisfied/fix the problem

Ask person 2 to come up with 2 or 3 options that will make them satisfied/fix the problem

**3. Agreement on the solution**
Compare the lists. Ask each student to pick a solution from the other's list that they would also like to happen. If they both choose the same solution, they now have a plan to move forward. If they don't agree in the first round, go back to 'search for options' and have each student come up with more options.

Then discuss how to deal with any 'threats' to this plan working (i.e., other friends continuing to encourage a conflict).

Follow up with the initial complainant after a week to assess the success of the intervention.

Record mediation between the two students on SEQTA.

## Restorative Practice Questions

Each person can bring a support person (these supports are also asked the questions as well) or schools have run these sessions with just the individuals directly involved.

*It is recommended that you run through these questions alone with each individual before you run the meeting with them together. This allows you to gauge whether both individuals will be appropriate for the intervention. If both parties feel they have been hurt, use the 2nd group of questions for everyone.*

**EXAMPLE INTRO**
"Hello everyone, we are having this meeting because everyone has agreed something like this might help".
"The purpose of this meeting is to allow each party to hear what is going on from the others point of view and to also express what they think should happen now".
"In this meeting we will not be concerned with sorting out differences of opinion, as the point it to just have the opportunity to say what you are thinking and hear what others are thinking".

1. **For those who have done the bad behaviour.**
   1. What happened?
   2. What were you thinking at the time?
   3. What have you thought about since?
   4. Who has been affected by what you did? In what way?
   5. What do you think you need to do to make things right?

2. **For those who may have been hurt (and supports).**
   1. What did you think when you realised what happened?
   2. What impact did this incident have on you and others?
   3. What has been the hardest thing for you?
   4. What do you think needs to happen to make thinks right?

Record their final answers. There is no need to try and manipulate these final answers. Remember, the benefit is supposed to be more from listening to each other's' answers rather than whether they actually follow through with their strategies.

Only follow up with the victim later to assess whether the intervention has made a difference.

# Shared Concern

**PHASE 1:** INDIVIDUAL TALKS WITH THE BULLYING STUDENTS
*(When you see the bullying or it is reported by a third party)*

> *"I am concerned about X…"* *"He has been having a bad time and I will be seeing a few people to get their opinion and to stop things getting worse."*
> - Let the students talk.
> - Avoid closed questions.
> - Don't question if they complain about the victimised student.

> *"What do you think is happening?", "What have you noticed?"*
>
> - If they say "It's his/ her fault", accept point of view but still point out that they are having a bad time.
>
> *"So it sounds like x is having a bad time."*
> - As soon as they agree move to Stage 3.

> *"Right, I was wondering what you could to help improve x's situation."*
>
> *"Is there anything you think you can do to stop things getting worse?"*
> - Accept suggestions.
> - Don't bargain, but redirect if the suggestion/s are risky.
> - Don't need to discuss "how".

> *"OK thanks, let's see how things turn out, I will let you know if there is still a problem"*

**PHASE 2:** INDIVIDUAL TALK WITH THE BULLIED STUDENT
*(phase 1 if the student reports the bullying)*
1. Inform them what you have seen happening to them.
2. Gather names and ascertain impact on the student.
3. Inform the bullied student that you will discuss this problem with other students and then check back to see if they have noticed a difference.
4. Discuss with the bullied student any changes they might be able to make in the meantime that might help make it easier for the bullies to change their behaviour after you have spoken to them.

**PHASE 3:** FOLLOW UP WITH BULLIED STUDENT
1. Ascertain current impact if any.
2. Agree on whether or not more actions are needed.

| Actions | Responsibilities | Timeline |
|---|---|---|
| **Teachers, students and parents are aware of the school's processes for responding to bullying.** | | |
| Updates to the bullying prevention plan are included in the school handbook. | Deputy Principal | As needed |
| Information about bullying is supplied in the orientation package for new students. | Program Coordinator/Deputy Principal | Ongoing |
| Staff are briefed on the bullying prevention plan at a staff meeting. | Program Coordinator/School Psychologist | Annually |
| All students receive information and demonstrate knowledge of the bullying prevention plan as part of their contract to use school based IT services. | Program Coordinator/Information Technology?? | Annually |
| **Students who report bullying feel supported.** | | |
| Year co-ordinators and student services staff are trained in using evidence based processes to respond to reports of bullying:<br>　　Restorative Practice<br>　　Shared Concern.<br>　　Mediation. | Program Coordinators/Year Coordinators | As needed |
| Staff who respond to reports of bullying from students should follow-up with the student after actions have been taken and check if a difference has been made. | All Staff | Whenever there is a response to bullying. |
| All interventions are to be recorded using SEQTA. This record standardises the<br>• Information collected<br>• Actions Taken<br>• Follow up with complainant | Teachers/Year Coordinators /Program Coordinators | Ongoing |
|  | Principal to delegate | Bi-Annually |

| | | |
|---|---|---|
| Attitude surveys given to members of the school community to assess perceptions of safety. | | |

| **Students have strategies to improve resilience and reduce the need for antisocial behaviour.** | | |
|---|---|---|
| Counselling support offered to students of bullying when staff deem there to be substantial emotional impact. | Student Services/Care Team<br><br>Staff to highlight this option when appropriate. Referrals accepted from student /or parent. | Ongoing |
| Psychological support offered to all students who repeat aggressive or antisocial behaviour. | Student Services/Care Team<br><br>Staff to highlight this option when appropriate. Referrals accepted from student /or parent. | Ongoing |
| Use of whole school based emotional intelligence program, **Friendly Schools**.<br><br>Analysis of results from Friendly Schools Survey to gain school community perspective on pastoral care practices and bullying related issues. | School leadership<br><br>Analysis carried out by Student Services | As required |

REVIEW DATE        June 2019

HISTORY OF CHANGES

| Effective Date | Last update date | Policy Version no. | Portfolio for Review | Notes |
|---|---|---|---|---|
| June 2018 | | 1.0 | Deputy Principal Junior School/ Deputy Principal Senior School | Review after 1 year and then biennially |