Preventing and Managing Bullying Policy

The prevention and management of bullying at Applecross Senior High School is incorporated within the school's *Positive Student Behaviour* policy and procedures.

The *Preventing and Managing Bullying* guidelines are to be read in conjunction with the Applecross Senior High School *Positive Student Behaviour Policy.*

Rationale

Bullying is a learned behaviour which is unacceptable and can be successfully changed. Schools take an educative approach to managing and preventing bullying. The school's processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive education environments.

All members of our school 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.

Definitions

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Type of behaviour – verbal, physical and social

There are three types of bullying behaviour:

- **Verbal bullying** which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion
- **Physical bullying** which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- **Social bullying** which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

If any of these behaviours occurs only once, or is part of a conflict between equals (no matter how inappropriate) it is not bullying. The behaviours alone don't define bullying.

Types of behaviour in online bullying

Online bullying can include:

- sending insulting or threatening messages
- posting unkind messages or inappropriate images on social networking sites
- excluding others from online chats or other communication
- inappropriate image tagging
- sharing someone's personal or embarrassing information online
- creating hate sites or starting social exclusion campaigns on social networking sites
- sharing unflattering or private images, including naked or sexual images
- assuming the identity of the other person online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly, and for no strategic reason, attacking players in online gaming

For it to be called bullying, inappropriate actions online must be between people who have ongoing contact and be part of a pattern of repeated behaviours (online or offline). Single incidents or random inappropriate actions are not bullying. One action – such as an insulting comment or an embarrassing photo – which is repeated through sharing and forwarding to others, can be called bullying if the individuals involved know each other, and have ongoing contact either on or offline. Online bullying has the potential to have social, psychological and educational impacts.

Bystanders

Most of the time bullying takes place with students (and others) present. People who witness bullying are called bystanders. Bystanders can play a number of roles:

- assisting the students who are bullying and actively joining in
- encouraging or showing approval to the students who are bullying
- doing nothing or being passive
- defending or supporting the student who is being bullied by intervening, getting teacher support or comforting them

Bystanders who are passive (take no action) or behave in ways that give silent approval (watching, nodding, walking away) encourage the behaviour to continue. Students need to be encouraged to become *'Upstanders'* and report or attempt to stop bullying behaviours.

When talking to students about ways to be supportive bystanders, parents and teachers need to be aware of (and respect) the reasons that students may not step in. They may:

- fear for their own safety (now and later) or position in the group
- think that someone else will help
- be worried about making things worse
- not know what to do
- think their actions won't make a difference
- think it's none of their business
- think the student being bullied deserved it
- think it's fun to watch

Rights and Responsibilities of School Community Members

- Members of the school community have the right to expect that Applecross Senior High School provides a safe and supportive learning environment. This expectation comes with a shared responsibility for the whole school community to prevent and effectively respond to behaviours that have the potential to affect school safety and wellbeing, including bullying.
- The whole-school community includes students, staff, parents, caregivers and the wider community who interact within the school context.
- School leaders play a key role in fostering a safe and supportive climate across the whole school.
- Students are central in the school's efforts to counter bullying and to create positive learning environments for everyone.
- Parents contribute to anti-bullying efforts both by their support of their own children and participating in school activities and strategies.
- The wider community can play an important role in strengthening the school's anti-bullying messages.

Be Aware

- Bullying is a very complex issue and no two circumstances are the same. Sometimes bullying may be occurring over a long period of time and it may seem that there is no way of resolving the issue. In these circumstance the school may engage the services of other support agencies with the view to work with the parties and support them to a resolution.
- All members of the school community are responsible for reporting bullying behaviour, including the person who is the perceived 'victim' of bullying. The school can take no action if the behaviour is not reported.
- All allegations of bullying are treated seriously and an appropriate level of confidentiality must be maintained at all times.

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Members	Rights	Responsibilities
All students, teachers, parents, wider school community	• are safe and supported in the school environment • are included • are treated with respect	• participate and contribute to school positive behaviour programs • build positive relationships • demonstrate respect and tolerance towards others
The Principal	• is supported by the school community in developing the school's plan to prevent and effectively manage bullying • is supported by school staff in implementing the strategies and programs under the school's plan	• provides the leadership for resourcing the school's plan • ensures the school community is informed of the plan • implements the plan • supports staff to implement the strategies and programs under the plan
Staff	• feel safe and supported in the workplace • are informed of the school's plan on bullying • have access to professional learning in preventing and effectively managing bullying • have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning)	• promote and model positive relationships • participate in developing the school plan • identify and respond to bullying incidents • deliver the strategies and programs to students in responding to bullying effectively • promote effective bystander behaviour • promote social problem-solving • use appropriate terminology when referring to bullying and the students involved
Students	• have access to curriculum that supports the building of resiliency and social skills • are informed of the school's plan on bullying • are provided with supports that will help to stop bullying • to be aware of how to access support.	• understand and value the concepts of inclusion and tolerance • identify and respond effectively to bullying • are aware that bystanders are supporting bullying • seek help for themselves and others as needed
Parents	• are treated with respect • are confident their children are provided with a safe and supportive school environment • are provided with access to information on the prevention and management of bullying • are informed of the school's plan and opportunities to participate	• support and encourage children to treat others with respect and tolerance • act in accordance with the school plan if they observe/ know about bullying • encourage children to report bullying incidents • work effectively with the school in responding to bullying
Wider community: including other professionals	• are strategically included in prevention and bullying management	• provide support and input into the school's approach to preventing and managing bullying

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Rights and Responsibilities of School Community Members

Strategies to Prevent and Manage Bullying
Applecross Senior High School employs a range of processes, strategies and programs for preventing and effectively managing bullying.

Ongoing planning, monitoring and review of these processes, strategies and programs will ensure the effectiveness in preventing and managing bullying. This is initiated annually by the Student Services Team.

Whole School Prevention Strategies
The preventive whole school structures and strategies implemented at Applecross Senior High School include the following:

- Managing Bullying Behaviour and Peer Conflict procedures
- Year Coordinators and Program Coordinator Intervention
- The school values, Personal Best and Mutual Respect
- Use of 'STYMIE' reporting system
- Interagency relationships with groups such as Head Space and Youth Focus
- promoting a whole-school student support approach with shared leadership
- promoting collaborative relationships between the school, parents and the wider community on developing and implementing school-based strategies and programs with students
- the development of active, trusting relationships within the whole school community
- a highly skilled and resourced student support team
- the provision of professional learning for staff and parents in identifying, preventing and addressing bullying
- promotion of a school culture that seeks to be proactive and restore relationships affected by persistent or unresolved conflict
- promotion of positive staff role modelling
- a regular collaborative cycle of evaluation and review of the implemented strategies
- Supporting the National Day of Action – Against Bullying and Violence
- Use of resources from the Bullying No Way website www.bullyingnoway.gov.au

Preventive whole school classroom strategies
- develop supportive and inclusive classroom environments
- implement effective classroom behaviour management approaches that teach and encourage positive behaviours, and address negative behaviours effectively
- recognise and reinforce positive communication, empathy, tolerance and social problem solving;
- promote the use of cooperative learning strategies
- encourage and support help-seeking and effective bystander behaviour
- utilise social problem-solving approaches to resolve peer-based conflicts
- implement developmental social/emotional learning curriculum which includes
- understanding what behaviours constitute bullying
- the development of constructive (preventative) bystander behaviour
- the development of positive social problem-solving skills
- understanding cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship

Outside of classroom strategies include:
- a highly visible and active approach to yard and duty supervision
- implement identification of and supervision adjustments to high-risk situations and settings
- offer a range of organised activities during break times that encourage positive peer relations and networks
- recognise and reinforce positive yard and pro-social behaviour
- develop and communicate whole-school processes for responding to yard and duty problem behaviours

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Planning, monitoring and review processes include:

- processes are reviewed annually
- use of appropriate assessment tools to measure current bullying issues and the school's progress towards achievement targets (snap-shot measures)
- input from all key sectors of the school community
- existing data is used to monitor changes over time (longitudinal measures)
- making adjustments to the selected strategies and programs based on the data
- ongoing review of available resources (including human resources) to ensure accessibility and suitability of the strategies and programs being implemented
- communicating any changes to the whole-school community

Targeted Early Intervention Strategies

Early identification and effective responses reduce the associated risks and potential long-term harms caused by bullying.

Targeted early intervention strategies include:

- 'Stop, Walk and Talk'
- Student Incident Report document
- Online 'STYMIE' reporting system
- Awareness and planning around specific forms of bullying, such as cyber-bullying and racism
- Identify and target early signs of problematic peer relationship issues within the school community
- Identify individuals and groups at risk that require targeted programs
- Teach pro-social behaviour to identified students and groups
- Provide high supervision areas for students with higher support needs
- Effective options for individual students experiencing safety issues (such as buddy systems, alternative areas and transition routines)
- Provide access to specialist/pastoral care staff and case management processes for students at risk of being targeted or those who demonstrate bullying behaviour
- Promote the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community

Intervention for Bullying Incidents

Applecross Senior High School responds to bullying behaviour in the following ways:

- staff are provided with the support and training to confidently manage bullying situations as they occur
- staff, students and parents have processes for reporting incidents of bullying or when they become aware that a student needs support because of bullying
- intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem solving are used for responding to bullying incidents
- there are processes for recording and monitoring bullying incidents and interventions
- bullied students are provided with supports to promote recovery and resilience and case management of students involved in persistent bullying is implemented.

Involving parents

The meaningful involvement of parents, carers and other family members is essential for developing and maintaining safe and supportive learning environments.

Positive teacher-parent and family relationships are built through regular formal and informal activities, some of which can focus specifically on safety, wellbeing and bullying.

Effective family and community partnerships is one of the five elements of the *Australian Student Wellbeing Framework*. The principle being that 'Families and communities collaborate as partners with the school to support student learning, safety and wellbeing'.

These strategies are directly linked to the *Australian Student Wellbeing Framework*.

Effective practice:

- Proactively build collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and well-being.
- Develop strategies to sustain culturally respectful partnerships with families and communities that are welcoming and inclusive.
- Build partnerships with Aboriginal and Torres Strait Islander families and community organisations to ensure a culturally safe environment and a two-way reciprocal exchange of knowledge on well-being issues.
- Build links with community organisations, services and agencies to assist schools in the early identification of need and to collaboratively plan targeted support for all students and families, including those from vulnerable groups.
- Regularly monitor and review school capacity to respond to specific instances of student and family need to protect their safety and well-being within the context of the school's urban location.

Opportunities to involve parents and families in a meaningful way are also embedded across other elements of the *Australian Student Wellbeing Framework*:

- Respect the diversity of the school community and implement proactive strategies in order to build a cohesive and culturally safe school (INCLUSION)
- Foster and maintain positive, caring and respectful student–peer, student–teacher, teacher–parent and teacher–teacher relations (INCLUSION)
- Actively seek the involvement of school staff, students and families in the promotion and recognition of positive behaviour (SUPPORT)
- Implement a whole school systemic approach to well-being and positive behaviour with tiers of support to meet the diverse needs of staff, students and families (SUPPORT).

NOTE: In situations which have resulted in significant harm or where violence has occurred, behaviour management sanctions may need to be implemented. Sanctions are also warranted where the application of evidence-based methods as described above have been unsuccessful in resolving the problem. The use of sanctions as the first strategy does not occur often as it may result in retaliation against those who reported or the bullied student.

Helpful References and Websites:
https://bullyingnoway.gov.au/

https://www.education.gov.au/national-safe-schools-framework-0

https://www.stymie.com.au/

https://www.esafety.gov.au/

https://kidshelpline.com.au/teens/issues/bullying

https://www.education.wa.edu.au/bullying

https://www.beyondblue.org.au/get-support/get-immediate-support

https://headspace.org.au/

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AXSHS MANAGING BULLYING BEHAVIOUR AND PEER CONFLICT

CLASSROOM ISSUES
Bullying or Peer Conflict is Reported

YARD ISSUES
Bullying or Peer Conflict is Reported

CYBER ISSUES
Bullying or Peer Conflict is Reported

ASK THE STUDENT
"What would you like to see happen?"
Parent may be consulted

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Parent may be consulted

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"What would you like to see happen?"
Parent may be consulted

Student requires help with issue.

No help required. Provide advice and Monitor

Student requires help with issue.

Issue Resolved

IMPLEMENT STUDENT SUPPORT PROCESSES:
1. Ensure completion of Student Incident Report or STYMIE Notification
2. Assist with self-reflection – use Restorative Practice Strategy
3. Provide appropriate self-management strategies including "Stop-Walk & Talk".
4. Conduct Restorative Practice meeting with relevant people.
5. Submit Student Incident Report to student file.
6. Inform, involve or update parents as required.

Issue Resolved

CLASSROOM ISSUES
Refer to HOLA
Implement Student Support Processes

Issue NOT Ressolved

CYBER/ YARD ISSUES
Refer to Student Services
Implement Student Support Processes

Issue Resolved

Issue NOT Resolved

Issue NOT Resolved

Issue Resolved

Refer to Appropriate Year Coordinator

Issue NOT Resolved

Refer to Appropriate Program Coordinator