ANTI-BULLYING POLICY - 2015
ANTI-BULLYING POLICY

Overview Statement

At Kirrawee High School we aim to ensure a safe and happy learning environment for all members of the school community. We recognise that bullying does occur and we work to promote a culture which rejects bullying and provides support to any members of the school community who are bullied. Bullying behaviour is recognised as being anti-social and unacceptable. Procedures are outlined in this policy for reporting bullying and responding to incidents.

The school also aims to work with students, teachers and the community to raise awareness, encourage reporting, prevent bullying and to promote the values of tolerance and respect as well as the valuing of difference and diversity.

This policy applies to all members of the school community which includes students, teaching and non-teaching staff, parents/caregivers and visitors to the school.

All members of the school community have responsibility to support and promote these objectives. They also have the right to be involved in ongoing collaboration to develop strategies to support the anti-bullying plan.

Definition of Bullying

Bullying involves a person being hurt, distressed, pressured or victimised by repeated intentional attacks by another individual or group. Bullies abuse less powerful individuals by intimidation and/or harassment. Bullying may involve physical, verbal / textual, psychological or social behaviour. For example:

- Physical  
  eg: hitting, punching, pushing, scratching, tripping,

- Verbal/  
  Textual  
  eg: namecalling, teasing, putdowns, sarcasm, passing notes,  
  writing on desks, SMS, email, chat room, website.

- Social/  
  Psychological  
  eg: ignoring, excluding, mimicking, spreading rumours,  
  defaming, dirty looks, intimidation, extortion, stealing  
  hiding or breaking possessions.

Rights and Responsibilities

This anti-bullying policy has been developed in collaboration with teachers, students and parents/caregivers and will be revised as the need arises, in order to reflect the emerging needs of the Kirrawee School Community.

Members of the school community have a **right** to:

- be safe at school, free from fear of bullying, harassment and intimidation,
- know that their concerns will be responded to,
- be provided with appropriate support.

Members of the school community have a **responsibility** to:

- refrain from engaging in bullying behaviours,
- report bullying of self and/or others,
- assist in implementing the school's anti-bullying plan.
Shared Responsibilities

A strong anti-bullying policy which creates a school culture that rejects bullying behaviour and that has effective strategies and procedures for dealing with bullying requires all members of the school community to share in the responsibility for dealing with this problem.

Kirrawee High School

School Responsibilities
- Provide access to the anti-bullying policy and school code of conduct to all members of the school community via school intranet, website, hard copies (available on request) and summary statement (via newsletter).
- Involve staff, parents and external support agencies in developing and revising consistent procedures across the school for responding to and documenting bullying.
- Clarify roles of student support staff including Student Advisers, Head Teachers and Head Teacher/Welfare, School Counsellors, Peace Officer and Anti-Racism Officer.
- Program specific activities in classes, across grades and for the whole school community which promote values associated with anti-bullying.
- Provide support and guidance to targets of bullying.
- Provide intervention with individuals who bully others.
- Respond to complaints or suggestions about procedures for specific handling of matters according to DET complaints procedures.

Teacher Responsibilities
- Model anti-bullying attitudes and behaviour.
- Encourage the teaching of tolerance, respect and valuing of difference and diversity through Key Learning Areas.
- Listen to and respond to reports of bullying. Provide support and refer as needed.
- Implement the school code of conduct and anti-bullying policy.

Parent Responsibilities
- Support the values of tolerance respect in the home.
- Encourage children to exercise these values in all contexts including at school.
- Report bullying and encourage their child to do so.
- Provide support and encourage their child to seek help.
- Work with the school to resolve bullying issues.

Student Responsibilities
- Show respect for all members of the school community.
- Speak out against bullying and report it when they see it. Report if you are bullied.
- Support students who are bullied.
- Support the Student Representative Council to assist with anti-bullying suggestions.
**Responding to Bullying**

**School Responses**
The school has and will continue to respond to bullying in the following ways:
- provide a range of curriculum materials across faculties to promote respect, resilience and an anti-bullying culture. These include mindmatters materials, school developed activities, PDHPE curriculum materials and specific programs such as anti-bullying drama groups, bullying surveys and internet and intranet based support materials such as "Help When You Need It".
- review anti-bullying policy and procedures in response to need and feedback from the school community. This may also involve working with consultants to review practices and provide training and support to staff.
- provide support from school executive and support staff to members of the school community who have been bullied and to provide disciplinary action and other interventions as required.
- work collaboratively with parents to respond to specific incidents of serious bullying.

**Teacher Responses**
Teachers primarily have responsibility for ensuring that students learn. However, in their day to day work they observe many behaviours among students which may require correction or intervention. These include behaviours in the areas of learning, discipline, student welfare, conflict and bullying. Teachers will make professional judgements and respond to these behaviours in different ways. For example, learning difficulties may require extra assistance or referral to the learning centre or student welfare concerns may require referral to the student counsellors.

When teachers observe student interactions they will distinguish between conflict and bullying. Conflict can occur between two people who are on an equal footing and may not be primarily about causing harm or hurt. Bullying on the other hand involves an intentional attack and/or an abuse of power.

**Anti-Bullying Procedures**

1. **Teacher has report or observes incident**
2. **Ask**
3. **Yes**
   - Follow appropriate school procedures
4. **No**
   - Is it Bullying?
5. **Yes**
   - Is it severe or persistent?
6. **Yes**
   - Deal with it in class or playground
   - 1. Complete Incident Report
   - 2. Provide copy to Student Adviser
   - 3. Refer to Deputy Principal if urgent
   - No
7. **No**
   - Deal with it in class or playground
   - 1. Complete Incident Report
   - 2. Provide copy to Student Adviser
   - 3. Refer to Deputy Principal if urgent

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*Note: The diagram provides a flowchart for handling bullying incidents, guiding teachers through a decision-making process to determine the appropriate course of action based on the nature and severity of the incident.*
Student Responses
To Prevent Bullying students need to:
- work to create a happy school environment for all;
- respect yourself and others;
- learn to tolerate and accept individual differences;
- stand up against bullying behaviour;
- support the school policy on bullying.

If You are Bullied YOU need to:
- tell the bully to stop;
- seek help and talk about it to someone you trust;
- report it to a teacher.

If You Know Someone Who is being Bullied YOU need to:
- care enough to do something about it, whether it affects you personally or not.
- step in early and you may help to defuse a situation before it gets out of hand.
- report it to a teacher or parent (take a friend with you if you want).

Students may also seek further information in the Bullying Info section on the Kirrawee High School Intranet. This also has tips on specific types of bullying (like text messaging) as well as links to anti-bullying websites. Such as www.bullyingnoway.com.au.

Parent Responses
If your child is bullied you need to:
- work with the school to support your child;
- call the school not the other child's parents;
- report the incidents even if your child does not want this; tell your child
  • that bullying is wrong,
  • they have the right to attend school without fear and
  • the problem is unlikely to stop without adult intervention.
- help your child learn to stand up against bullying behaviour;
- use the net, books and ask the school for resources to support your child;
- support the school policy on bullying.

If your child bullies another student you need to:
- tell them it is wrong and to stop;
- know that the profile of bullies includes:
  • both boys and girls
  • often popular outgoing and successful students and
  • students who may have also been victims of bullying and
- work with the school and support the school policy on bullying.

If your child sees another child bullied by another student you need to tell them:
- it is wrong and not to support the bully;
- to support a friend who is bullied,
- to report it to a teacher or
- help them to make an anonymous report by leaving an envelope at the office for a teacher, student adviser, deputy principal or a counsellor.
Procedures for Teachers

Teachers will respond to all episodes of bullying in order to send a clear message that it is unacceptable. Different responses may be appropriate depending on the nature and degree of bullying. The bullying test will be used initially to determine if the incident is primarily bullying and if so the broad nature of the response.

**Step 1: The Bullying Test** - teacher asks does the incident involve:

- √ teasing or aggressive words or actions
- √ which are unprovoked
- √ and intended to hurt, harm or frighten

If the answer is yes to all three questions then it is bullying. If it's not a bullying incident it could be:

Conflict  - may require conflict resolution
Discipline - may require disciplinary action
Learning  - may require learning support
Welfare   - may require investigation or personal support or referral.

**Step 2: The Level Test** - What level of seriousness is the bullying incident? (high/low)

Teachers will decide if the incident is a low or high level incident using the following guidelines.

*Low level*
- victim is not typically teased or harassed and/or
- bully is not a repeat offender and/or
- bullying behaviour appears less harmful.

*High level*
- victim is often harassed and/or
- bully often engages in such behaviour and/or
- bullying behaviour is causing distress or harm.

**Step 3: The Response (SSS or RRR Strategy)**

If the incident is low level the teacher will use the SSS strategy.

- Spell it out  - what this behaviour is (bullying) and what's wrong with it.
- Signal       - what will happen next time (ie: indicate consequences).
- Support      - the bullied student.

The teacher may also determine other strategies such as:
- speak to the whole class,
- talk to bully/bullies after class,
- warn and/or reprimand bullies,
- present lesson related to the issue,
- gather information from other teachers at a team meeting,
- discuss with the student advisers or other welfare staff.
If the incident is **high level** the teacher will use the **RRR** strategy.

- **Respond** - reprimand and issue consequence
- **Report** - complete incident report
- **Refer** - bully and/or victim

The teacher may also:
- discuss the issue with head teacher, student adviser or other welfare staff to refine anti-bullying strategy in that class.
- refer to the counsellor if there appears to be psychological issues for the bully.
- report immediately to the Deputy Principal if violence is involved (in accordance with the School Discipline Policy).

### Incident Reports

**Verbal** reports of **low level** incidents of bullying can be made to head teachers, student advisers, student welfare/learning support team, counsellors, team meetings etc.

**Written** incident reports should be made for **all high level bullying** incidents.

High level incidents of other types of behaviour can also be reported on the generic yellow incident report form. These include, **Learning** (eg: at risk of not completing course requirements), **Discipline** (eg: persistent disobedience), **Welfare** (eg: chronic absenteeism) and **Conflict** (eg: physical fight) and **Accidents** (eg: sport injury).

Incidents which are significant enough to warrant a written incident report should always be forwarded to the Student Adviser to be filed with the student's records.

Copies should also be forwarded to any other appropriate referral person or group. For example, discipline issues including serious and persistent bullying will typically be referred to the Deputy Principal (Admin), while victims of bullying may be referred to the School Counsellor. Other incidents such as learning incidents may be referred to the STL or Deputy Principal (Curriculum). In some circumstances the incident may also be referred directly to the Student Support Team or Executive Committee. This is likely for example in circumstances where an issue is widespread in a class or grade or a number of people may need to be involved in the resolution of the problem.

A copy of the yellow Kirrawee H.S. incident report "Record of Welfare Contact" is attached.

### Referrals

When teachers observe incidents with students the best responses will occur when teachers take some time to think about the incident and about any background knowledge they may have about the student. Some degree of "diagnosis" or professional judgement by the teacher is needed in order to guide the next steps in responding (including who to refer to). The main decisions are:

- what type of event is this mainly?
- how serious or chronic is the event?
- does it require an immediate emergency response?
- what other responses are appropriate?
- who needs to know? Who needs to respond?
- do you recommend or have you had parent contact?
- what else can I do to help the situation?
Other Actions by Teachers

Teachers are frequently in the best position to promote a culture which rejects bullying. Some of the ways in which we can promote an anti-bullying culture at Kirrawee High School are:

- model respectful forms of conflict resolution,
- identify and label examples of bullying, in the school, the media and your curriculum area,
- make your classroom expectations explicit - follow through,
- encourage tolerance and respect for other people,
- encourage students to report bullies either directly or anonymously, (via note to front office to a Teacher/Deputy Principal/Student Adviser/Counsellor),
- raise awareness at year meetings, sport, excursions and in class,
- remind students to check the bullying info section on the school intranet,
- assist students to express their point of view respectfully in disputes,
- respond to even the most minor bullying (it may be the tip of the iceberg),
- refer students to the anti-bullying signs around the school,
- call upon older students to promote the anti-bullying culture,
- use peer support to assist victims,
- refer to students' social development at parent-teacher meetings,
- use Mind-Matters materials and curriculum guidelines,
- remind students of the results of the student bullying survey,
- support Anti-Bullying week with curriculum activities.