Program aim and rationale

To foster an inclusive school culture and ethos that supports all students, values school diversity, understanding of staff and community population, embracing an understanding of culture, ethnicity, gender, sexual-orientation, physical ability and economic status.

Students attend school to participate in quality education that will help them to become self-directed, lifelong learners promoting a positive future for themselves and the wider community. Bullying affects student wellbeing and as such it must be taken seriously and is not acceptable in any form. The whole school community needs to be involved in the philosophy and practice of reducing bullying.

The safe school program aims to support students to challenge bullying behaviours and increase pro-social bystander responses.

Defining Bullying Behaviour

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

Bullying behaviour can be

- **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm (a remark intended to wound), insults, threats
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting
- **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological (relational)** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious (deliberately harmful), SMS and email messages, inappropriate use of camera phones.

Cyber bullying refers to bullying through information and communication technologies.

Statement of Purpose

Bullying must be dealt with quickly and effectively.

Expectations of staff

1. Step in immediately and take a proactive approach to stop bullying behaviour
2. Make efforts to remove incidents of bullying by active patrolling during supervision duties
3. Increased awareness of the nature of bullying
4. Arrive at class on time and move promptly between lessons
5. Provide a happy and safe learning environment
6. Take steps to help victims and remove sources of distress for the victim
7. Counsel the student/s with bullying behaviour and remind them about the guiding principles
8. Challenge attitudes which are unhelpful in order to reduce bullying behaviour
9. Record incidents of bullying on Sentral and refer to the Head Teacher or the Deputy Principal

Expectations of students

When a student is bullied: The student may feel frightened, unsafe, embarrassed, angry etc. Her work, sleep, ability to maintain relationships with friends and family may deteriorate.

What students can do

If you are being bullied, your options are:
1. Avoid an argument and just walk away
2. Find a safe place like the library at recess and lunch
3. Keep in the sight of a teacher in the playground
4. Calmly and assertively stand up for yourself, e.g. you could say, “you might think that, but I don’t.” or “Tell me what you think I did wrong, maybe we can work it out”
5. Tell the nearest teacher (Reporting an incident of bullying is not a weakness, it is the best way to stand up for yourself)
6. Ask the School Counsellor for some ideas, talk to your Year Adviser

If you are present when bullying occurs:
1. Refuse to be involved in any bullying situation
2. Report the incident or suspected incident and help break the code of secrecy
3. Support the victim and talk about the guiding principles

Whole School Strategies

1. Upon enrolment each family receives “Acceptable Users Guidelines for mobile phone and student internet access (for computer rooms, classroom mini labs and library)”.
2. Professional learning for the staff at the beginning of the year about the signs of bullying and effective ways to deal with behaviour issues.
3. Staff familiar with the safe school framework.
5. Tolerance of cultures is promoted through celebrating Harmony days.
6. Years 7 and 8 focus Theme Day through drama performances and workshops.
7. Distribution of Bullying Hurts brochure to all year 7 – student awareness of rights and non-tolerance of bullying.
8. PDHPE curriculum – anti-bullying lessons for Year 8.
9. Student diaries include anti-bullying strategies.
10. Bullying awareness posters around school corridors and classrooms.
11. Students informed of where to access help on the internet.
12. Peer Support program for transition of Year 7 students into the high school.
13. New student engagement program - the Year Adviser meets with the new student, introduces her to a friend, shows the new student his or her own staffroom and introduces her to the Assistant Year Adviser and the head teachers if possible.
14. Year Advisers’ report is included as a regular item on the staff meeting agenda to ensure effective communication among staff.

15. Welfare reports emailed to staff on weekly basis.

16. Police Liaison Officers to address Cyber-bullying through school presentations Years 7-12 or Year Assemblies

Managing Bullying

1. Students learn assertive strategies to *Speak Out* and say something and seek assistance

2. Classroom teachers have a responsibility to challenge and not tolerate any form of bullying e.g. name calling.

3. Low level cases are referred for peer mediation.

4. Provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour and the consequences for inappropriate behaviour (to produce a brochure).

5. Parental interviews and disciplinary action according to school policy and departmental procedures if latter is not successful.

6. School’s guiding principles are communicated to students at the Year meetings.

7. Anti-bullying strategies are included in student diaries and discussed at the Year meetings at the beginning of the year.

Monitoring and Evaluation

1. IEP interviews for all year groups

2. Surveys to include input from students, staff and parents

3. Data to be analysed relating to occurrence, extent, location, nature and type of bullying

4. Longitudinal evaluations will determine how programs are working e.g., student data may reveal that students find teachers can be helpful with bullying situations

5. Assess effectiveness of programs and modify strategies accordingly.

6. Update staff on survey results and provide up-skilling on new anti-bullying strategies.

7. Web addresses placed on MOODLE.
   - The Student Welfare Policy
   - WHS
   - Protecting and Supporting Children and Young People
   - Complaints handling
   - Code of Conduct

8. Resources provided to support teachers promote anti-bullying behaviour. Can be accessed on Moodle or through Head Teacher Welfare

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