



Anti-Bullying Policy

RATIONALE

Bullying is any act where power is used to hurt or scare another person. It may be deliberate or as a result of carelessness and is repeated over time. Bullying may be a physical attack on a person or their property; it may be verbal teasing or insulting; it may be in the form of text messages or on chat lines; it may be indirect such as spreading rumours, excluding people from groups or manipulating others to mistreat another student.

Australian schools are some of the safest places in the community for young people. But bullying, harassment and violence put that safety at risk.

In the school setting, young people experience bullying as a frequent challenge. Australian studies show that 1 in 5 students is bullied and 1 in 7 students bully.

It is important to counter views that bullying is an inevitable part of school life. The St Albans Secondary College community, and particularly the adults within it, must take responsibility for making it clear that bullying is an act of violence and will not be tolerated in any form.

At St Albans Secondary College every person has a right to feel safe. Any person who bullies another is denying them that right. St Albans Secondary College is committed to ensuring a safe and caring community.

GUIDING PRINCIPLES

1. Bullying behaviour at St Albans Secondary College will be addressed as part of our school's duty of care to provide a safe and supportive school environment.
2. Students must be empowered to talk about what is happening to them if bullying is to stop.
3. We promote a school community in which everybody feels valued, respected and safe, and where individual differences are appreciated, understood and accepted.

RIGHTS AND RESPONSIBILITIES

- All students have the right to learn.
- All students have the right to feel comfortable & safe, and the responsibility to contribute to the comfort and safety of others.
- All students have a responsibility to develop empathy for the wellbeing of others.

IMPLEMENTATION

Our school community will:

- Affirm the right of all school community members to feel safe at school.
- Promote care, respect and cooperation while valuing diversity.
- Provide positive role models.
- Build self-esteem, and help develop skills and strategies to deal with bullying.
- Ensure the roles and responsibilities of all members of the school community are clearly understood in promoting a safe and supportive environment.
- Respond promptly to all reports of bullying.

WHAT IS BULLYING?

Bullying is hurtful, typically repetitive behaviour directed by more powerful individuals or groups against those who are less powerful. It creates a risk to another person's health and safety – either psychologically or physically – or their property, reputation or social acceptance.

Bullying is uninvited, unwelcomed, intimidating and/or offensive to the recipient.

TYPES OF BULLYING

Bullying can take many forms, some of which are difficult to identify and speak about.

There are several categories of bullying:

- **DIRECT PHYSICAL BULLYING** includes hitting, tripping, pushing, or damaging another person's property.
- **DIRECT VERBAL BULLYING** includes name calling, insults, homophobic or racist remarks, verbal abuse, threats or blackmail.
- **INDIRECT BULLYING** can be harder to recognise and is often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone's social reputation and social acceptance.
- **CYBER-BULLYING** involves the use of email, text messages, web cams, entries on social networking pages or chat sites to humiliate and distress someone. Examples include:
 - sending unwanted email or text messages, threats, insults or prank calls
 - spreading rumours on-line
 - taking unwanted, unapproved or private photographs from your mobile and sending them or showing them to others.
- **BY-STANDER BULLYING** involves being a spectator to any form of bullying, and not intervening or speaking out. Being a by-stander means you are ignoring your community responsibility to contribute to the safety and wellbeing of others.

WHAT BULLYING IS NOT

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

- **MUTUAL CONFLICT** - In mutual conflict situations there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
- **SOCIAL REJECTION OR DISLIKE** - Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
- **SINGLE-EPIISODE ACTS OF NASTINESS OR MEANNESS, OR RANDOM ACTS OF AGGRESSION OR INTIMIDATION** - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying. However all students and staff have a right to feel comfortable and safe, and a responsibility to contribute to the safety and comfort of others. Single episodes of nastiness or physical aggression should not be ignored or condoned.

INDICATORS OF BULLYING

Students who are being bullied may show some or all of the following signs:

- be unwilling to go to school
- become withdrawn, and refuse to say what is wrong
- begin to do poorly in school work
- come home regularly with damaged clothes or possessions
- have unexplained scratches or bruises
- cry themselves to sleep or have nightmares
- refuse to work in a particular group, or sit next to a particular student
- demonstrate mood swings
- become withdrawn from social activities with peers
- avoid eye contact with adults during conversations.

INFORMATION FOR STUDENTS - WHAT CAN YOU DO?

If you experience bullying, you could:

- Tell the student/s who are bullying to stop, making sure that you state clearly that the behaviour is unwelcome and offensive (this might be hard to do)
- Ignore them and walk away
- Seek help, and talk about it with someone you trust
- Report it to a member of staff or a trustworthy friend. You should feel confident that the incident can be solved.
- Write a description of the event and give it to your Year Level Coordinator
- Talk it over openly with your parents, as they can help you make a decision
- Make sure that you **do not** retaliate with physical or verbal abuse
- Walk home with a friend if you are experiencing bullying on the way to or from school
- Report it to the Wellbeing staff at school or to your Year Level Coordinator.

If you experience **CYBER-BULLYING**, you should:

- **Not** respond to any electronic bullying.
- Save the evidence if possible so you can show it to someone who can help.
- Block access for the person trying to contact you.
- Change your email address.
- Never give anyone your password/login details.
- Never include your surname, home address, phone, school or email address on personal websites.
- Tell a trusted adult at school or at home.

If you see someone else being bullied, you could:

- Tell the person or people to stop bullying (this might be hard to do).
- Offer comfort to the person being bullied.
- Encourage the person being bullied to inform someone.
- Decide to protect others by seeking help such as talking it over with a teacher, Year Level Coordinator or Wellbeing staff member.
- Make sure that you are not a by-stander.

TABLE 1: EXAMPLES OF DIFFERENT TYPES OF BULLYING BEHAVIOUR

Level	Physical	Verbal	Indirect
1	<ul style="list-style-type: none"> • little push, poke • invasion of personal space 	<ul style="list-style-type: none"> • non-swearing, name calling • sighing, laughing when a student speaks • dismissive comments/attitude ("As if she'd know") • put downs ("You're stupid") 	<ul style="list-style-type: none"> • negative body language (folding arms, turning away/rolling eyes) • negative glance (scowling, 'greasies') • lies about student to others • gossiping which damages reputation/friendships • playing a nasty joke to embarrass or humiliate (eg. putting ink on a chair) • inaction in a bullying incident ie being a by-stander
2	<ul style="list-style-type: none"> • pushing someone into another person • throwing object at another person • blocking a student's access to an area 	<ul style="list-style-type: none"> • mocking, mimicking • threatening voice • threatening body language (standover) • on-line insults ** • making threats • swearing, name calling 	<ul style="list-style-type: none"> • claiming seat for themselves or another as a victim approaches • stopping talking in a group when a target approaches • spreading rumours • excluding victim from activities
3	<ul style="list-style-type: none"> • dacking • wedging • tripping • elbow to head • pulling hair • shirt fronting • punching • stealing property • ganging up on a 'victim' to fight • damaging property • encouraging others to use physical bullying 	<ul style="list-style-type: none"> • continual and derogatory insulting remarks with reference to physical, ethnic, racial, sexual, religious, disability and intellectual or other characteristics of victim • constant, personalised name calling – cultural, family • extortion (forcing person to give money or food) • group abuse/chanting ("Loser, loser") • making threats • intimidation ("Just you wait") • homophobic remarks • harassing, threatening emails ** • encouraging others to verbally bully • encourage others to send electronic threats or insulting messages ** 	<ul style="list-style-type: none"> • encouraging others to exclude victim • intentionally and cruelly excluding someone from on-line group ** • sharing someone's secrets/personal photos on-line ** • assuming someone else's identity to cause distress and humiliation • filming a bullying incident and posting it on-line

** Denotes CYBERBULLYING

MANAGEMENT OF BULLYING INCIDENTS

St Albans Secondary College responds to incidents of bullying and harassment using a whole school approach which is based on our guiding principles.

PREVENTION

The school is proactive in preventing bullying and harassment by actively working with the school community to promote a culture that has a zero tolerance of bullying and harassment. Students and staff are empowered to talk about their needs, and their rights to learn and to feel safe and comfortable are strongly supported through policy and actions.

The school implements a number of programs and activities that promote the development of social skills and community responsibilities (see Appendix 3).

INTERVENTION

Intervention strategies reflect the principles outlined in our Student Management Policy. They acknowledge the rights and responsibilities of all school community members and focus on the harmful impact inappropriate behaviour has on others.

It is each staff member's responsibility to monitor their classroom environment to ensure students' rights and responsibilities are upheld, and to intervene in any incidents of bullying or harassment.

Where possible, interviews and monitoring of the various parties involved in specific incidents should be handled by the same person, usually the Year Level Coordinator, so that an overview, as well as continuity and consistency of action, are maintained.

FIRST STAGE INTERVENTION – If bullying is a first incident and at Level 1

In classroom

- Who is involved?
The first stage will involve the classroom teacher and/or the Learning Manager, the Year Level Coordinator and the student.
- What actions are required?
The first stage will involve one or more of the following actions:

Teacher action

- Reiterate the College expectations and positively reinforce expected behaviour and standards (draw on 'Hierarchy of Consequences' to promote appropriate behaviour).
- Stand beside offending student (non-verbal hint) to encourage on task behaviour.
- Have a discussion with the bully & victim. Use Restorative Practices to address the issue(s) (Appendix 2).
- Provide personal support and offer Wellbeing referral to victim.
- Give the bully a Detention¹.
- Record incident for reference and monitor the situation.
- Report the incident to Year Level Coordinator.

Year Level Coordinator action

- Discuss the incident with the reporting teacher.
- Record the incident in the student file .
- If the file indicates prior incidents of bullying, all students involved should be interviewed.
- Inform both the bully and victim's parents of the incident and the involvement of their child.
- Decide if any further follow up is needed with parents, Wellbeing and PCOs. Convene a Student Support Group (SSG) if needed.
- Discuss the incident with the learning manager (Years 7-9).
- Use Restorative Practices with students to address the conflict (see Appendix 2).
- Impose sanctions for the bully and any by-standers as appropriate.
- Provide feedback on action taken to the teacher, and to other staff through Snippets, if required.

¹Maximum 10 minutes at recess, 25 minutes at lunch time, 30 minutes after school. After school detentions require **24 hours prior notice to parents**.

Outside classroom (Yard Duty etc)

Teacher action

- Reiterate the College Expectations and positively reinforce expected behaviour and standards.
- Record the students' names and report the incident to Year Level Coordinator. This is necessary to ensure bullying done by the same person(s) but seen by different people at different times is identified as early as possible.
- Take students to the Year Level Coordinator if you believe incident could recur or escalate.
- If the incident occurs on an excursion or camp, implement strategies to prevent a recurrence. Determine whether the incident requires the school to be advised immediately or make a report on returning to school.

Year Level Coordinator action

- Discuss the incident with the reporting teacher
- Interview all students involved in incident. Record all details of the incident
- Check for prior reports. Repeat offenders will attract more severe action – refer to Second Stage
- Inform both the bully and victim's parents of the incident and the involvement of their child
- Decide if further action is needed with parents, Wellbeing and PCOs. Convene a SSG if needed. A SSG must be held if suspension is used as a sanction
- Discuss the incident with the Learning Manager (Years 7-9)
- Use Restorative Practices with students to address the conflict (see Appendix 2)
- Impose sanctions for the bully and any by-standers as appropriate
- Provide feedback on action taken to the teacher, and to other staff through Snippets, if required
- Follow up with the bully & the victim within 2 weeks to assess if further action is needed.

SECOND STAGE INTERVENTION – If bullying behaviour is repeated, or it is initially more serious

Who is involved?

The second stage will involve the teacher, Learning Manager and the Year Level Coordinator or Sub School Leader. It may also involve a member of the Principal Class.

What actions are required?

The second stage will involve one or more of the following actions:

Teacher action

- Report the incident to the Year Level Coordinator
- Establish that the victim is safe from the bully's behaviour. Isolate the bully from the victim using either a seating plan or removal from class
- Address the victim's needs. They will need to see the Year Level Coordinator and the Wellbeing Coordinator
- Complete an Incident Report form.

Year Level Coordinator action

- Discuss the incident with the reporting teacher
- Interview all students involved in the incident. Record all details of the incident
- Inform both the bully and the victim's parents of the incident and the involvement of their child. Arrange a parent interview for the bully and for the victim if necessary
- Determine if suspension² or more serious action is most appropriate. Convene a SSG
- Use Restorative Practices with students to address the conflict (see Appendix 2)
- Organise victim support/counselling
- Record the incident in the student file and advise the Learning Manager (Years 7-9) of incident
- Impose sanctions for any by-standers
- Provide feedback on action taken to the teacher, and to other staff through Snippets, if required
- Follow up with the bully & and victim within 2 weeks to assess if further action is needed.

¹Maximum 10 minutes at recess, 25 minutes at lunch time, 30 minutes after school. After school detentions require **24 hours prior notice to parents**.

²Suspension procedures are outlined in the Student Engagement Policy.

THIRD STAGE INTERVENTION - if the bullying is severe or repeated

- Who is involved?
The third stage will involve the Year Level Coordinator, Sub School Leader, Wellbeing Coordinator and a member of the Principal Class.
- What actions are required?
The third stage will involve one or more of the following actions:

Teacher action

- Report the incident to the Year Level Coordinator immediately. Send a student to get the Year Level Coordinator or PCO if necessary.
- Establish that the victim is safe from the bully's behaviour. Isolate the bully from the victim. The bully should remain under supervision.
- Address the victim's needs. They will need to see the Year Level Coordinator and the Wellbeing Coordinator.
- Complete an Incident Report form.

Year Level Coordinator action

- Isolate the bully from student population immediately.
- Discuss the incident with the reporting teacher.
- Interview all students involved in the incident. Record all details of the incident.
- Contact a PCO to determine which of the following are appropriate:
 - (i) Suspension1/expulsion2
 - (ii) Police contact and Emergency Management
 - (iii) Other necessary actions.
- Contact the parent/guardian of the bully and inform them of the incident. Organise a SSG meeting and arrange for the bully to be sent home.
- Contact the parent/guardian of the victim and inform them of the incident. Arrange an interview.
- Organise victim support/counselling.
- Use Restorative Practices with students to address the conflict (see Appendix 2).
- Impose sanction(s) for the bully at SSG meeting.
- Record incident in students' files and advise the Learning Manager (Years 7-9) of incident.
- Impose sanctions for any by-standers.
- Provide feedback on action taken to the teacher, and to other staff through Snippets, if required.
- Follow up with the bully & the victim within 2 weeks to assess if further action is needed.

FALSE CLAIM

If it is found that a student has deliberately falsified an accusation of bullying against another student, the accusing student will be dealt with as the offending student.

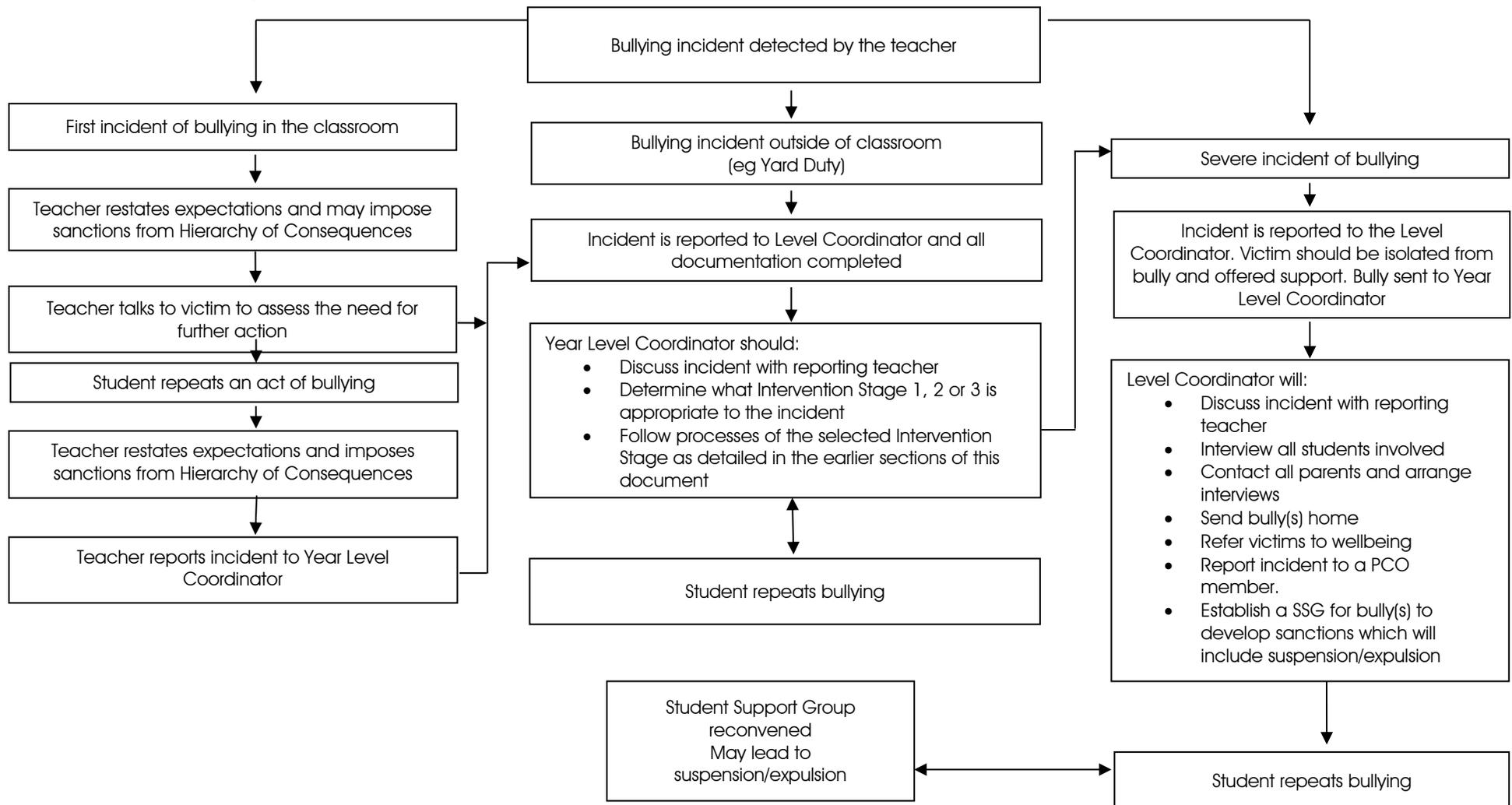
EVALUATION

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in...	June 2016
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APPENDIX 1 - STUDENT MANAGEMENT FLOWCHARTS

These flowcharts show the relationship between the levels of Student Management of Bullying Incidents and the intervention points where staff should enlist the support of their colleagues.



APPENDIX 2 - RESTORATIVE PRACTICES

Rather than punish, restorative approaches look to create ways for people to understand the full consequences of their actions and for them to make good the harm done as much as possible. In taking this problem-solving and people-centred approach, restorative justice looks to not only resolve the effects of an offence, but also to prevent further harm.

Research tells us that:

- When teachers use coercive discipline techniques (punishment and aggression) students do not become more responsible.
- When teachers use more inclusive techniques (discussion, recognition, involvement and hinting) students become more responsible.

The principles of restorative justice are:

- Foster awareness in the student.
- Avoid scolding or lecturing.
- Involve the student actively.
- Accept ambiguity.
- Separate the DEED from the DOER.
- See every serious incident of wrongdoing and conflict as an opportunity for learning.

A script you might find useful for having a restorative conversation:

Effective Questions:

1. Focus on the specific behaviours or incident without blaming.
2. Use “relational” questions to draw out who was affected and how they were affected.
3. Direct questions towards problem solving. What needs to happen to “make things right”?
 - What happened?
 - How did it happen?
 - What was your part in it?

 - Who do you think was affected?
 - How were they affected?
 - How were you affected?
 - What needs to happen to make things right?

Effective Statements:

1. Reflect on the impact that this behaviour or incident has had on you and others.
 - This may include yourself as a teacher, Year Level Coordinator or Assistant Principal
 - Consider the affect on other students, the class, the year level, other teachers, parents or the school community as a whole.

APPENDIX 3 - PROMOTING PRO-SOCIAL VALUES AND BEHAVIOURS

The prevention of bullying and other anti-social behaviours is a whole school focus and we will implement the following programs/activities to support the development of the appropriate values and behaviours:

Level	Program	When	Responsibility
Whole School	<ul style="list-style-type: none"> Student Management Policy (based on Rights & Responsibilities) implemented across the school in managing student behaviour. Active promotion of the rights and the responsibilities of all school community members. Induction Day focus on building strong interpersonal skills/relationships. Whole School Assemblies. 	<p>On going</p> <p>Term 1 Terms 1 & 4</p>	<p>All members of the school community</p> <p>Sub Schools St. Dev Committee</p>
7	<ul style="list-style-type: none"> Promotion of School Values & Expected Behaviours in school Level assemblies. Implementation of Peer Support program. Anti-bullying Program delivered. Induction Day focus on building strong interpersonal skills/relationships. 'Name a Bully' strategy. 	<p>On going</p> <p>Term 1 Term 1 Term 1 Terms 1,2 & 3</p>	<p>Sub School Wellbeing Learning Managers Sub School Sub School</p>
8	<ul style="list-style-type: none"> Promotion of School Values & Expected Behaviours in school Level assemblies. Social Skills Program. Induction Day focus on building strong interpersonal skills/relationships. Anti-bullying Program. 'Name a Bully' strategy. 	<p>On going</p> <p>Term 1 & 2 Term 1 Term 1 Terms 1,2 & 3</p>	<p>Sub School Learning Managers Learning Managers Sub Schools Sub Schools</p>
9	<ul style="list-style-type: none"> Promotion of School Values & Expected Behaviours in school Level assemblies. Anti-bullying/Social Skills workshops. Induction Day focus on building strong interpersonal skills/relationships. Peer mediators (?) Respect Program. 'Name a Bully' strategy. 	<p>On going</p> <p>Term 1 Term 1 Ongoing Term 3 Terms 1,2 & 3</p>	<p>Sub School Learning Managers</p> <p>Wellbeing Sub School Sub School</p>
10	<ul style="list-style-type: none"> Promotion of School Values & Expected Behaviours in school Level assemblies. Induction Day focus on building strong interpersonal skills/relationships. 	<p>On going</p>	<p>Sub School</p>
11	<ul style="list-style-type: none"> Induction Day focus on building strong interpersonal skills/relationships. Promotion of School Values & Expected Behaviours in school Level assemblies. Supportive Friends program. (Training). 	<p>On going</p> <p>Term 1</p>	<p>Sub School Sub School Wellbeing</p>
12	<ul style="list-style-type: none"> Promotion of School Values & Expected Behaviours in school Level assemblies. Induction Day focus on building strong interpersonal skills/relationships. Supportive Friends program. (Training). 	<p>On going</p> <p>Term 1 On going Term 1</p>	<p>Sub School Sub School</p> <p>Wellbeing</p>