



NBSC MANLY CAMPUS ANTI-BULLYING POLICY

Context

- Public schools are inclusive environments, where diversity is affirmed and individual differences are respected.
- Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment.
- The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student wellbeing.
- The wellbeing, safety and health of students inform school policies, programs and practices.
- Partnership with parents, caregivers, students and the wider community is central to the success of this process.

What is Bullying?

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 (direct, voice message or electronic), putdowns, sarcasm, insults, threats.
- **Physical** e.g. hitting, punching, kicking, scratching, tripping, spitting.
- **Social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures e.g. spreading rumours, dirty looks, hiding or damaging personal property belonging to others, malicious SMS and email messages, inappropriate use of camera phones.
- **Psychological** e.g. spreading rumours, dirty looks, hiding or damaging personal property belonging to others, malicious SMS and email messages, inappropriate use of camera phones.
- **Cyber Bullying** is a form of bullying using any form of digital communication / transmission e.g. emails, SMS, social networking sites.
- **Use of exclusionary or discriminatory language** has a negative impact upon the school community by creating exclusion

Why have this policy?

Our students have the right to feel safe and should not have to come into the campus environment concerned about being harassed, intimidated or bullied.

Bullying

- Devalues, isolates and frightens.
- Affects an individual's ability to achieve.
- Has long term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Therefore, teachers, students, parents, caregivers and members of the wider community have a shared responsibility to:

1. Create a safe and happy environment for quality learning.
2. Promote positive relationships that respect and accept individual differences and diversity within our school community.
3. Work together to address bullying and to resolve incidents of bullying behaviour when they occur.

General Education of all Students

Student understanding of their own behaviours and the effects of those behaviours on others is an important first step in the prevention of bullying. This campus supports the welfare of students through a focus on anti-bullying issues.

- Year 7: Issue of campus' Anti-Bullying policy in the School Diary and on the school website, and discussions of bullying issues in Year Assemblies and PDHPE. Students attend the "Backflips for Bullying" incursion each year. Year 7 are supported by Peer Support Leaders as they transition from Primary to Secondary High School.
- Year 8: follow up discussions, and involvement in *Relationships*, a unit of work in PDHPE that helps students identify bullying issues and address them using upstander behaviours. **Students attend the "Backflips for Bullying" incursion each year.**
- Year 9: reviewing of Relationships issues in PDHPE.
- All Year groups: Support and counselling at Year meetings and general assemblies, and the school procedures to follow in bullying incidents; resilience and support. Also, all students will take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas. Programs such as Tuning In can be accessed by all, as well as targeted, Stage 5 students, which is led by the Student Support Officer.
- All students are encouraged to access links from the DET's website – <http://www.schools.nsw.edu.au/studentsupport/studentwellbeing/anti-bullyingpolicy.php>. Links include <http://www.bullyingnoway.gov.au/> for example.
- Years 10-11: Training and leadership in the Peer Support training and Life Ready Program.

Areas of Responsibility

1. **Students** have a responsibility to:
 - Adhere to the school's Code of Conduct
 - Behave appropriately, respecting individual differences and diversity.
 - Follow the school Anti-Bullying Policy and Cyber-Bullying Policy.
 - Respond to incidents of bullying according to the school's Anti-Bullying Policy and Cyber-Bullying Policy.
 - Learn about how onlookers and bystanders are often tacitly giving approval to a bully or bullies.
 - Consider the bullying behaviour from the perspective of the recipient and understand what determines bullying behaviour, and how the person on the receiving end feels.
 - Learn how to respond if they are subjected to, or witness, bullying.

2. **Parents and caregivers** have a responsibility to:
 - Support their children in all aspects of their learning.
 - Be aware of the school Anti-Bullying Policy and Cyber-Bullying Policy and assist their children in understanding bullying behaviour.
 - Support their children in developing positive responses to incidents of bullying consistent with the school's Anti-Bullying Policy and Cyber-Bullying Policy.
 - Support all students of the school to deal effectively with bullying through the strategies of the Anti-Bullying Policy and Cyber-Bullying Policy.

3. **Schools** have a responsibility to:
 - Develop, implement and evaluate an Anti-Bullying Policy and Cyber-Bullying Policy through consultation with parents, caregivers, students and the community.
 - Inform students, parents, caregivers and the community about the Anti-Bullying Policy and Cyber-Bullying Policy.
 - Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers.
 - Provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour.
 - Follow up complaints of bullying, harassment and intimidation.
 - Regularly train all staff (teaching and non-teaching) to recognise bullying in all its forms and apply strategies to support positive relationships.

4. **Teachers** have a responsibility to:
 - Participate in training and refresher courses in recognising bullying and implementing strategies to support positive relationships.
 - Respect and support students in all aspects of their learning.
 - Model appropriate behaviour.
 - Respond in an appropriate and timely manner to incidents of bullying according to the school Anti-Bullying Policy and Cyber-Bullying Policy.
 - Be aware of changes in the Policies in the way bullying can occur, especially via digital media.

Monitoring and Evaluating the Anti-Bullying Policy

- The Anti-Bullying Policy and Cyber-Bullying Policy will be reviewed annually.
- To assess the nature and extent of bullying in the school, a sample of students will be asked to complete the Tell Them From Me questionnaire and this data will be analysed as part of the review.

Steps in Managing Bullying at Manly Campus

- Step 1** Report any incident on to Sentral and discuss with any of the following:
1. a staff member
 2. a Year Adviser
 3. the Student Support Officer
 4. the Counsellor
 5. a parent
 6. School Executive
- If not already aware, report is passed on to Deputy Principal, Year Adviser or Counsellor.
- Step 2** Informal interviews are conducted by a member of the school executive and a support person (the Year Adviser or Counsellor) with both bully and victim, initially separately, where:
- the incident is discussed and statements are taken regarding to the following:
 - What happened?
 - What was the impact?
 - Room for reparations?
 - Consequences and/or behavior modifications?
- Step 3** Plan made to ensure future behaviour aligns with school policies in adherence with steps outlined below for both bully/bullies and victim/victims.
- Step 4** Parents may be informed.

If issue is not resolved

- Step 5** If there is another occurrence of bullying, further intervention is required.
- Parent interview in which steps 1, 2 and 3 are explained and student breach is discussed.
 - Consequences, including possible suspension depending on seriousness, are put in place.
 - Future commitments are made.
 - Counsellor referrals are made.
- Step 6** On-going monitoring
- The victim is counselled.
 - The bully is counselled.

Steps to be taken by the Counsellor/Year Adviser/School Executive in relation to the Victim

1. Establish exactly what happened, who was involved, where, how. Explore history of interchanges. Write exactly what is reported, why the person being bullied feels harassed, what they have tried to do to remedy the situation. Ask the person being bullied for their understanding of the contextual background of the bullying. A witness is not absolutely necessary.
2. Tell the person being bullied they have the right to feel safe, that such behaviour by the bullies is unacceptable and it has to stop. Tell them it is harassment and it is not to be tolerated and that it is not their fault. Explore the option that the report could have come from HT, DP, other concerned students/teacher or friends. Let the person being bullied know that the bully will go to the next step of the school policy if the behaviour continues.
3. Tell the person being bullied that you intend to speak to the bully/bullies and tell the bully
 - That the behaviour is unacceptable and must stop.
 - If the matter is not sorted out, then more formal procedures will take place.
 - That there will be on-going monitoring (by the Year Adviser/Counsellor/School Executive in follow-up interviews) to ensure the harassment has stopped.
4. Explain that any further comments/inappropriate actions by the bully need to be reported immediately.
5. Assure the person being bullied that the school will make every effort to ensure that no adverse consequences will result due to the reporting of the bullying. They may be more comfortable with the report coming from friends or from anonymous students.
6. (Later), meet with the person being bullied to debrief them about the outcome of the interview with the bully/bullies.
7. Follow-Up: Check one week later if there have been comments/actions to the person being bullied.
8. After a further period of time, check with the person being bullied to make sure everything has been sorted out and interview the bully/bullies. Thank them for fixing the problem in a responsible manner.

Steps to be taken by the School Executive with the bully/bullies

1. Let them know you have a report/letter/statement that their behaviour has been unacceptable and causing distress to certain students. If there is more than one student involved, interview the students separately.
2. Go through exactly what is alleged. Indicate that the aim of the session, which is informal at the moment, is to establish what has been happening and to figure out a way to fix it.
3. Ask bully/bullies for their version of what has been happening.
4. Establish the level of agreement about the alleged events.
5. Allow opportunities for students to correct details if they wish.
6. Emphasise that, at this stage, they are not in trouble but if we cannot establish what has happened, we will not be able to fix it.
7. At all times take notes and make sure you are seen to be taking notes.
8. Thank student(s) for their honesty.
9. If alleged incident is confirmed, establish that their actions have been causing distress and the person being bullied wants their actions to stop. If they say "It was their fault", let them know we are not here to blame, rather to fix the situation.
10. Discuss ways in which the bully/bullies can rectify the situation and the necessity to apologise to the person they have bullied. Take down all commitments in writing.
11. Emphasise that any comment to the victim regarding "dobbing" is a breach of their contract and will result in more formal procedures taking place. This includes any further interaction from themselves or anyone else.
12. Emphasise that the student will be monitored until the behaviour is rectified.
13. Make sure the bully is clear about consequences of on-going bullying.
14. Remind the bully that certain incidents may be referred to authorities outside the school.