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.

- Year 8: follow up discussions, and involvement in *Relationships*, a unit of work in PDHPE based on the "Mind Matters" kit.

- 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.

- 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 9-12: Participation in the Peer Support training and Crossroads Programs.

Areas of Responsibility

1. **Students** have a responsibility to:
   - Adhere to the school's Code of Conduct, outlined in the school diary and on the school website
   - 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 that what determines bullying is how the person on the receiving end feels.
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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 Counsellor
4. a parent
5. 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.