

# **Bullying Policy 2016**

## **Aims**

- A. To raise awareness within the school community of what bullying is
- B. To increase skills for interacting and managing conflict in non-violent ways
- C. To increase skills for acting effectively during incidents of bullying
- D. To effectively manage incidents of bullying and increase staff skills for doing so
- E. To reduce and ultimately eliminate bullying at school

## **Scope and Application**

Bullying behaviour can be instigated by individuals or groups, adults or children.

When adults bully children this is a form of child abuse. This is not acceptable at school. *Please see* Child Protection Policy, Duty of Care Policy and Behaviour Management Policy.

This policy may be applied to situations involving adults, including workplace bullying.

This policy is available on the school website and applies to:

- A. Employees
- B. Students
- C. Parents
- D. Community members
- E. Visitors to the school

## **Definitions**

- A. **Bullying behaviour** - contains the following characteristics and is ongoing or sustained over time:
  - 1. An imbalance of power
  - 2. Conscious intention to hurt
  - 3. Attention is unwanted
  - 4. The victim feels helpless
- B. **Bullying behaviour can take many forms, including:**
  - 1. **Physical:**
    - a. hitting, punching, kicking or spitting
    - b. taking or damaging property
  - 2. **Verbal:**
    - a. name-calling
    - b. constant teasing
    - c. insults or put-downs
    - d. racist or sexist comments

### 3. *Emotional:*

- a. excluding peers from groups
- b. spreading rumours
- c. stalking
- d. interference with, or damage to personal property.

### 4. *Cyber bullying:*

- a. spreading gossip and/or rumours through email, mobile phone and internet;
- b. sending or forwarding offensive text/phone and/or email messages, images or abusive phone calls
- c. posting personal information about oneself or others on internet sites which can cause distress and humiliation.

- C. What is Not Bullying Behaviour?** - Playing to the best of your ability, jokes; violence that is between people of equal power, has been genuinely provoked or is unintentional, is not bullying. However, it is still unacceptable behaviour at Kerry Street.
- D. Perpetrators and Victims** - It is important to remember that calling people "bullies" and "victims" is a gross generalisation and that bullying behaviour is not restricted to "bullies" and people who display bullying behaviour are not "bad people". It is one thing to encourage victims to learn skills and attitudes that will help them to not be victimised, and we need to do this. It is quite another thing to reduce the total incidence of bullying by reducing the total amount of bullying behaviour. We need to do this, too. This means teaching people skills and attitudes that allow them to get what they need by non-manipulative and non-violent means. People who bully are often bullied themselves or have learnt that this behaviour gets them what they want. If they are not taught new skills and attitudes they will continue to use bullying behaviours throughout their lives and are very likely to teach these behaviours to their children. (Reference: Friendly Schools and Families)
- E. Restorative Justice** - Restorative justice aims to resolve conflict and repair harm. It allows those who have hurt others to acknowledge the impact of their actions and provides the opportunity to repair what has occurred. Those who have been harmed have the opportunity to have their harm acknowledged.
- F. Shared Concern** - The Shared Concern Method tackles bullying using a non-punitive and non-blaming problem-solving approach. Each student involved participates in individual discussions with a facilitator. The student who is bullying is encouraged to suggest ways to change the situation with the person being bullied. It is based on the principles that a change in behaviour encourages empathy and concern for others and that a change in social dynamics prevents bullying incidents occurring.
- G. Workplace Bullying** - bullying, harassment or victimisation that is repeated; unreasonable behaviour directed towards a worker or a group of workers that creates a risk to health and safety. It does not apply to reasonable management action carried out in a reasonable manner (including performance management conducted in an appropriate and reasonable manner).

## Principles

- A. All members of the school community have a right to feel safe and be safe at school

- B.** Being safe and supported at school is essential for student wellbeing and effective learning
- C.** A safe and supportive learning and teaching community will be developed that also fulfils the school's child protection responsibilities
- D.** All school community members will actively participate in developing and maintaining a safe school community where diversity is valued
- E.** Students will be actively supported to develop understanding and skills to keep themselves and others safe
- F.** A safe school community will be maintained by committing to a whole-school and evidence-based approach.
- G.** Regular review and monitoring of all programs to foster improvements and keep pace with best practice in the field will occur.
- H.** Incidents of bullying will be dealt with using the Behaviour Guidance Policy procedures
- I.** The Shared Concern Method or Restorative Justice method will be implemented with community members after the event.

## **Responsibilities**

### **A. Council**

1. Facilitate, as a whole school, the development of a code of conduct for adults
2. Monitor the implementation and effectiveness of this policy and review it
3. Address concerns of members of the school community related to bullying, by referring to the Coordinator, and supporting the coordinator in resolving isolated incidents and/or addressing the overall culture of the school.
4. Perform Safer Schools Annual Audit

### **B. Coordinator**

1. Oversee the implementation of this policy.
2. Facilitate access to resources and professional development opportunities
3. Data collection to monitor incidences, frequency
4. Evaluate Program Effectiveness
5. Act on feedback from Safer Schools audit
6. Liaise with sectors and systems to stay up to date with relevant legislation and policies especially in relation to child protection
7. Disseminate information about changes and amendments to relevant policies and legislation
8. Investigate and act upon all reports of bullying
9. Support staff, students, families as needed
10. Seek assistance and support for individual from allied health professionals where required

11. Oversee the development of Risk Management and/or Collaborative Action Plans where required
12. Investigate complaints and workplace bullying claims as per the Fair Work Act, 2009
13. Behave in a responsible and professional manner
14. Treat others in the workplace with courtesy and respect
15. Listen and respond appropriately to the views and concerns of others
16. Be fair and honest in their dealings with others.
17. Comply with the staff Code of Conduct

**C. Teachers and Staff Members**

1. Model and encourage preferred behaviours to contribute to the development of the culture described in this policy
2. Include in the curriculum, skills and attitudes to reduce bullying
3. Develop skills in behaviour management and managing incidents of bullying
4. Manage incidents of bullying, including reporting and monitoring patterns of behaviour
5. Collaborate with other staff members to discuss and manage bullying as a whole school.
6. Participate in professional reading and development activities to maintain evidence based approaches
7. Report all incidences of bullying or workplace bullying to the Coordinator
8. Behave in a responsible and professional manner
9. Treat others in the workplace with courtesy and respect
10. Listen and respond appropriately to the views and concerns of others
11. Be fair and honest in their dealings with others.
12. Comply with the Staff code of conduct

**D. Adults in the school community**

1. Report incidents of bullying to a teacher or coordinator and/or manage incidents if required to ensure the safety of a student
2. Model desired behaviours
3. Work with the school and support its responses to incidences of bullying
4. Be aware of this policy and its implications in the school.

**E. Students**

1. contribute to discussion about bullying and preventing bullying
2. report incidents of bullying to an adult, understand the proactive role a bystander can play
3. develop skills to avoid being a victim or perpetrator of bullying.

## **Related Legislation**

- A. Equal Opportunity Act, 1984
  - Work Place Bullying
- B. Equal Opportunity Act 1984 (under sexual discrimination or harassment);
- C. Industrial Relations Act 1979;
- D. Fair Work Act 2009;
- E. Workplace Agreements Act 1993;
- F. Workers' Compensation and Rehabilitation Act 1981;
- G. Criminal Code (assault); and
- H. Common law.

## **Related Kerry Street Documentation**

- A. Policies including:
  - 1. Child Protection Policy,
  - 2. Duty of Care Policy
  - 3. Supervision Policy,
  - 4. Behaviour Management Policy
  - 5. Curriculum Policy
  - 6. Curriculum Evaluation and Review of Student Learning Policy
  - 7. Staff code of conduct
- B. Values and Philosophy

## **References**

- A. National Safe Schools Framework
- B. Bounce Back program resources
- C. Friendly Schools and Families Project Kit
- D. Bullying No Way website [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)
- E. DET website [www.eddept.wa.edu.au/regframe/Documents](http://www.eddept.wa.edu.au/regframe/Documents) and policy
- F. Restorative Justice - [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

## **Contact Person**

Enquires relating to this policy should be directed to the School Coordinator or Council President.

## **Breaches of this Policy**

Any breach of this policy may result in disciplinary action up to and including termination of contract.

## **Attachments**

- A. Procedures for reducing Bullying Behaviour
- B. Response to Bullying Incident
- C. Method of Shared Concern.
- D. Different forms of bullying

## **Review and Authorisation**

- A. A whole school meeting to brainstorm this policy was held on February 22nd and the policy drafted on 6th March 2005
- B. It was discussed by council on 8th March and revised, then displayed for community input on 10th March 2005
- C. This policy was authorised by the Kerry Street Council on 7/6/05
- D. Reviewed by meeting of staff and council on 13/1/06
- E. Reviewed in May 2011
- F. This policy was reviewed September 2012
- G. Reviewed 15/09/13
- H. Reviewed 01/08/2016
- I. To be reviewed July 2017

*Helen Sugars Duff*

**Bullying Policy 2016 – Attachment A**  
**Procedure for Reducing Bullying Behaviour**

- A. A school wide understanding of what bullying is**
1. bullying will be discussed regularly throughout each year with students as a whole school or in class groups, as part of the curriculum
  2. bullying may be a topic at whole school meetings
  3. written information about what bullying is, as determined by the members of the school community, will be displayed.
- B. A school wide understanding of what to do in the case of bullying**
1. discussion as part of the curriculum
  2. information displayed in the school
  3. modeling and examples of following the processes outlined in this policy.
- C. Bullying and strategies to reduce bullying explicitly included in the curriculum, including:**
1. what bullying is
  2. the dynamics of groups and the effect of bystanders
  3. what can be done about bullying, by victims, perpetrators and bystanders
  4. developing alternate behaviours to bullying
  5. development of personal and interpersonal skills and self esteem
  6. team building and group activities
  7. developing conflict resolution skills
  8. specific programs run by external providers, for example,
  9. mixing with students of other schools may give students the opportunity to relate to new people and practice social skills.
- D. Development of a culture, by modeling and encouragement, of:**
1. respect
  2. empowerment and assertiveness
    - a. this relates in particular to the reporting of bullying or of taking direct action against bullying
  3. empathy and active listening
  4. acceptance of differences and inclusivity
    - a. working together respectfully with people you may not necessarily like or choose as friends
  5. non-violence and conflict resolution
  6. cooperation and negotiation
  7. honesty and compassion.
- E. Supervision (see Supervision Policy)**  
Effective supervision will:
1. assist in reducing the number and severity of incidents of bullying
  2. provide protection to potential victims of bullying
  3. provide information through general observations to help staff circumvent potential bullying dynamics from developing
  4. allow opportunities for staff to reinforce the formal curriculum by highlighting and

managing incidents of bullying as they occur.

1. Identify physical spaces where bullying occurs and increase supervision in these areas

**F. Agreements for accepted behaviour (see Behaviour Guidance Policy)**

1. Individual class agreements.
2. Informal reminders and explanations of acceptable and unacceptable behaviour and what are considered bullying behaviours.

**G. Conflict Resolution**

1. Facilitated meetings between students, whole school and class discussions, and meetings with families are useful ways to address bullying behaviour, resolve conflicts and develop plans for agreed behaviour. Restorative justice principles and the Shared Concern method may be used in these meetings.
2. It may be beneficial for the individuals or group to be involved in supervised structured or unstructured activities, to build relationships and healthy group dynamics, away from the circumstance of the bullying.

**H. Monitoring incidents of bullying**

1. parents are encouraged to report incidents of bullying to teachers, as parents are often the person a child will tell if they are being bullied or have witnessed bullying behaviour
2. minor incidents observed by staff will be noted and discussed between staff
3. repeated or serious incidents of bullying, or incidents reported by a student/parent, will be recorded using a Kerry Street Incident Report
4. the coordinator or relevant teacher will follow up on incidents of bullying seen as problematic, with reference to the behaviour guidance policy.

## **Bullying Policy 2016 – Attachment B**

### **Response to Bullying Incident**

#### **A. Consistency**

1. Action will be taken by teachers every time there is an incidence of bullying to assure students that bullying will be taken seriously and managed consistently.

#### **B. Response to incidents of bullying will be dealt with according to the Flowchart in Behaviour Guidance Policy and take into account:**

1. The nature of the incident
2. Harm caused to the victim and school community
3. Personal factors of individuals involved
  1. Role of bystanders
  2. Involvement of parents
  3. Involvement of external agencies such as the police
  4. Underlying causes
  5. Repeated occurrence

#### **Post incident:**

1. Support for perpetrators, victims, witnesses and school community will be provided which can include Educational Psychologist
2. The behaviour of the perpetrator will be addressed in such a way as to:
  - a. Discourage bullying behaviour
  - b. Create different circumstances, or provide the opportunity to learn alternate behaviours, for achieving their underlying aims
3. Development of a Collaborative Action Plan that clearly sets out limits to bullying behaviour.
4. Class wide exposure to the Social Emotional Learning program will be facilitated with specific references to the Bullying components

#### **C. After a serious incident, the coordinator will:**

1. Ensure the well-being of the victim and witnesses and their families
2. Re-integrate and support the ongoing education of the perpetrator/s and victim/s
3. Address underlying factors that have contributed to the occurrence of the incident, using outside agencies when appropriate.
4. Complete a Critical Incident Report to Department of Education Services if required
5. Oversee the development of Risk Management Plans and Collaborative Action Plans where required.

## Bullying Policy 2016 – Attachment C

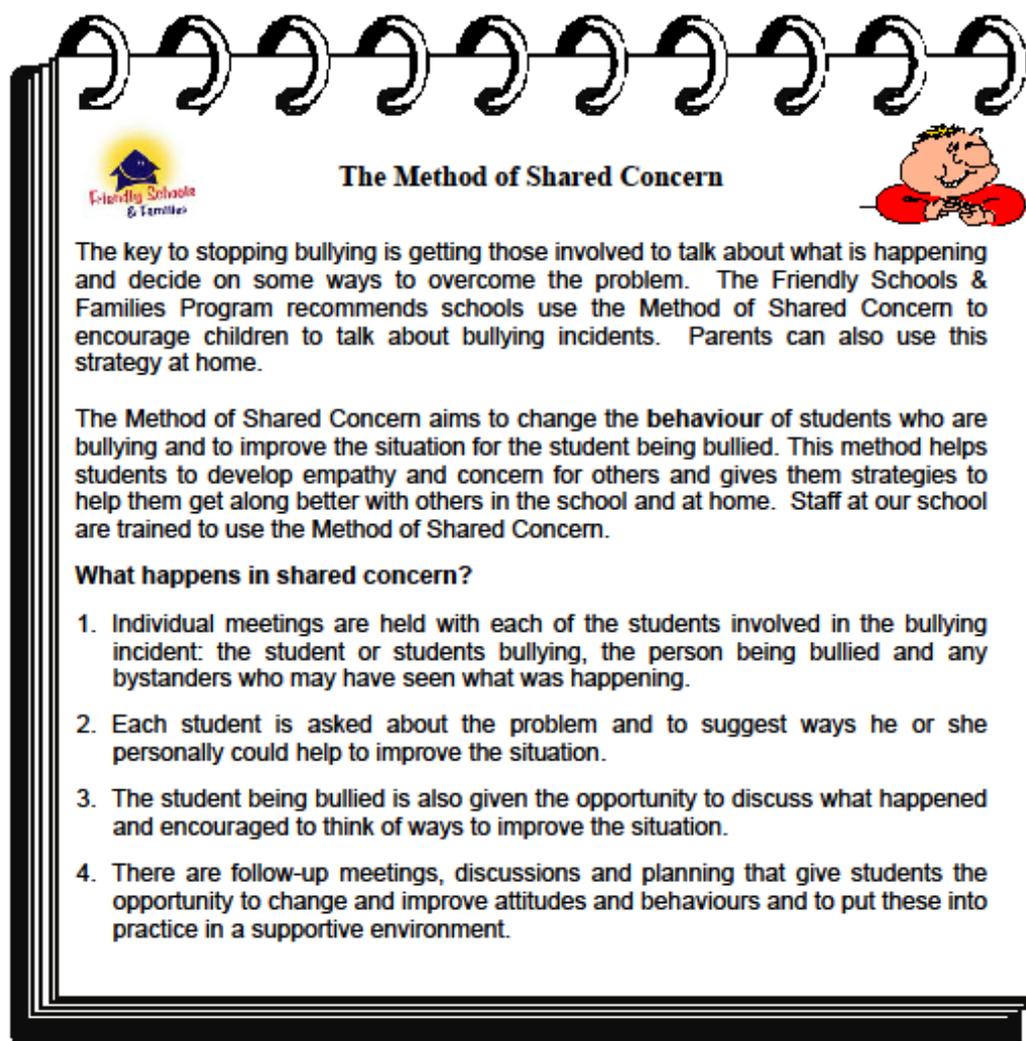
### Method of Shared Concern

#### Restorative Questions

What happened?  
What were you thinking of at the time?  
What have you thought about since?  
Who has been affected by what you have done? In what way?  
What do you think you need to do to make things right?

#### Supplementary Questions for Support Person/s

What did you think when you realized what had happened?  
What impact has this incident had on you and others?  
What has been the hardest thing for you?  
What do you think needs to happen to make things right?



 **The Method of Shared Concern** 

The key to stopping bullying is getting those involved to talk about what is happening and decide on some ways to overcome the problem. The Friendly Schools & Families Program recommends schools use the Method of Shared Concern to encourage children to talk about bullying incidents. Parents can also use this strategy at home.

The Method of Shared Concern aims to change the behaviour of students who are bullying and to improve the situation for the student being bullied. This method helps students to develop empathy and concern for others and gives them strategies to help them get along better with others in the school and at home. Staff at our school are trained to use the Method of Shared Concern.

**What happens in shared concern?**

1. Individual meetings are held with each of the students involved in the bullying incident: the student or students bullying, the person being bullied and any bystanders who may have seen what was happening.
2. Each student is asked about the problem and to suggest ways he or she personally could help to improve the situation.
3. The student being bullied is also given the opportunity to discuss what happened and encouraged to think of ways to improve the situation.
4. There are follow-up meetings, discussions and planning that give students the opportunity to change and improve attitudes and behaviours and to put these into practice in a supportive environment.

## Bullying Policy 2016 – Attachment D

### Common Roles in Group Bullying

#### **Ringleader**

These students are leaders in their immediate social group and may have an inflated view of their own popularity generally, but may not be liked by the wider peer group despite their influence over others. Many of these students are socially adept and are able to conceal their aggressive motives and behaviour from others. It has been found that children who bully can often talk themselves out of trouble, and influence others to carry out a great deal of the bullying on their behalf.

#### **Assistant**

These students are usually the ‘best friend/s’ of the ringleader and actively support the ringleader’s bullying behaviour towards others. They will carry out bullying alongside the ringleader. The assistant/s also supports the ringleader to maintain power over other members of their immediate social group.

#### **Reinforcer**

Reinforcers or colluders in the bullying children’s peer group may actually carry out a great deal of the bullying on behalf of ringleaders/assistants, but largely they tend to join-in on incidents of bullying, such as jeering, passing on rumours, anonymously contributing to hate websites and passing on threats.

#### **Defender**

These students actively support students who are bullied either at the time of the bullying incident/s by supporting bullied students within social groups, or by seeking help on behalf of bullied students.

#### **Outsider**

These students are also commonly referred to as bystanders. They usually are not directly involved in bullying nor are they themselves directly bullied. Evidence indicates that bullying can be either supported or discouraged by this group of children depending on the actions they take. Bystanders, who are passive observers of bullying, give a form of permission and reinforcement to those that bully by providing them with an audience who appears to condone the bullying through inaction.