

2022



Boddington

DISTRICT HIGH SCHOOL

PREVENTING & MANAGING BULLYING POLICY

RATIONALE

Bullying and cyberbullying are pervasive issues for Australia's young people and school communities. A whole of community approach is required to ensure sustained change to student bullying.

Bullying is a learned behaviour that is unacceptable and can have long-term harmful impacts on students' school engagement, academic achievement, wellbeing, physical health and mental health. However, bullying behaviours can be changed.

Effective change needs to focus on the *prevention* of bullying and cyberbullying (including culture change), being *responsive* to all types of bullying and cyberbullying behaviour and *supporting* individuals and the community. Boddington DHS takes an educative approach to managing and preventing bullying. Our processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive education environments

VISION

All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

DEFINITIONS

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.¹

¹ *Bullying. No Way!* website www.bullyingnoway.gov.au

Confirming whether the behaviours were intentional is not required to implement the strategies for responding effectively. Young people involved in bullying are not always fully aware of the impact of their actions on others. It is more important to act as a result of the effects on the targeted individual, immaterial of the determination of intent.

Bullying can include:

- Verbal bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexist comments.
- Social/relational bullying: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.
- Physical bullying: Includes violent actions towards another person that involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.
- Cyberbullying: Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat. ²
- Bystanders: Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullied by intervening, getting teacher support or comforting them. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.

² Office of the eSafety Commissioner

RIGHTS AND RESPONSIBILITIES

<p>Students have the right to:</p> <ul style="list-style-type: none"> • Respect, courtesy and honesty at all times from each other, staff and parents. • Work and play in a safe, secure, friendly and supportive environment. • Learn in a supportive learning environment. • Be informed by staff of the school's bullying prevention and management strategies 	<p>Students are responsible for:</p> <ul style="list-style-type: none"> • Ensuring kind, courteous and respectful behaviour towards everyone. • Ensuring that their behaviour protects the safety and wellbeing of others. • Identifying and responding effectively to bullying • Seeking help for themselves and others as needed • Awareness of themselves as bystanders
<p>Staff have the right to:</p> <ul style="list-style-type: none"> • Respect, courtesy and honesty at all times from parents, students and colleagues. • Teach in a safe, secure, friendly and supportive environment. • Teach in a supportive environment. • Be informed by school leadership of the school's bullying prevention and management strategies • Have access to professional learning and curriculum resources suitable for preventing and effectively managing bullying 	<p>Staff are responsible for:</p> <ul style="list-style-type: none"> • Encouraging and modelling positive behaviour • Fostering positive relationships by encouraging trust, mutual respect and tolerance. • Identifying and responding to bullying incidents • Delivering strategies and program to students in responding to bullying effectively • Using appropriate terminology when referring to bullying and the students involved
<p>Parents have the right to:</p> <ul style="list-style-type: none"> • Respect, courtesy and honesty at all times from teachers, students and other parents. • Feel confident their children are provided with a safe and supportive school environment. • Access to information on the prevention and management of bullying • Be informed by school leadership of the school's plan to prevent and manage bullying and opportunities to participate 	<p>Parents are responsible for:</p> <ul style="list-style-type: none"> • supporting and encouraging children to treat others with respect and tolerance • modelling appropriate behaviours and teaching children appropriate social skills including conflict resolution • acting in accordance with the school plan if they observe/ know about bullying • encouraging children to report bullying incidents • working effectively with the school in responding to bullying

WHOLE-SCHOOL PREVENTION STRATEGIES

Whole-school preventative strategies include:

- promoting a whole-school student support approach with shared leadership;
- promoting collaborative relationships between the school, parents (see parent factsheet) and the wider community on developing and implementing school-based strategies and programs with students;
- developing a positive whole-school plan based on the teaching and recognition of respectful and pro-social behaviour;
- developing active, trusting relationships within the whole school community;
- providing professional learning for staff in identifying, preventing and addressing bullying

Classroom preventative classroom strategies include:

- developing supportive and inclusive classroom environments;
- implementing teaching and classroom management strategies that teach and encourage positive behaviours, and address negative behaviours effectively;
- implementing teaching and learning programs to develop positive communication, empathy, tolerance, assertiveness, social and coping skills;
- encouraging and support help-seeking and positive bystander behaviour;
- using social problem-solving approaches to resolve peer-based conflicts; and
- implementing strategies from resources such as *ySAFE* and the *Office of the eSafety Commissioner* to promote cyber safety and positive digital citizenship.

Playground preventative strategies include:

- coordinating a highly visible and active approach to playground supervision;
- implementing identification of and supervision adjustments to high-risk situations and settings;
- offering organised activities during break times that encourage positive peer relations and networks;
- providing developmentally appropriate unstructured playground activities and equipment;
- recognising and reinforcing positive playground and pro-social behaviour; and
- developing and communicating whole-school processes for responding to playground issues

TARGETED EARLY INTERVENTION STRATEGIES

At Boddington DHS we aim to identify and respond to bullying behaviours early. Early identification and effective responses reduce the associated risks and potential long-term harms caused by bullying. It is vital that we include restoring relationships and teaching about appropriate ways to relate to others in our responses to bullying incidents.

Targeted early intervention strategies include:

- raising awareness of and planning around, specific forms of bullying, such as cyberbullying and racism;
- identifying and targeting early signs of problematic peer relationship issues within the school community;
- identifying individuals and groups at risk that require targeted programs;
- teaching effective bystander behaviour to targeted groups or for specific situations;
- teaching pro-social behaviour to identified students and groups;
- providing high supervision areas for students with higher support needs;
- providing effective options for individual students experiencing safety issues (such as buddy systems, alternative play areas and transition routines);
- providing access to specialist/pastoral care staff and case-management processes for students at risk of being targeted or those who demonstrate bullying behaviour; and
- promoting the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.

PROCEDURES AND ACTIONS TO RESPOND TO BULLYING INCIDENTS

Our procedures for responding to bullying behaviours and incidents of bullying take into account individual attributes such as age, maturity, culture, personal history, understanding and capacity of the student, including any special needs.

Our procedures for responding to incidents of bullying include the following:

- staff are provided with the support and training by school leadership to confidently manage bullying situations as they occur;
- provide parents with information including key contacts and how the school will respond to bullying incidents;
- staff, students and parents have processes for reporting incidents of bullying or when they become aware that a student needs support because of bullying;
- intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem-solving are used for responding to bullying incidents;
- help all the students involved with the incident (e.g. the student(s) who bullied others; the student being bullied; bystanders) to discuss the incident;
- ensure staff members are aware of the processes for recording bullying incidences and monitoring the effectiveness of response strategies;
- students who are being bullied are provided with support by staff to promote recovery and resilience; and
- case management of students involved in persistent bullying is implemented.

RESOURCES

[Be You](#) is the national mental health initiative for educators in schools and early childhood centres.

- [Resources](#)
- [Program Directory](#)

[Bullying No Way!](#) provides practical information and resources to schools, families and students regarding bullying prevention, identification and response.

- [Resources for school leaders](#)
- [Resources for teachers](#)
- [Resources for parents](#)

The [Office of the eSafety Commissioner](#) leads the online safety efforts across government, industry and the not-for profit community.

[ySafe](#) focuses on supporting the school, parents and students with the social & emotional components of cyber safety and online behaviours.

[Home - Boddington District High School - Hub \(onlinesafetyhub.com.au\)](#)

[Cyber Savvy](#) helps young people prevent and address problems associated with online behaviour, particularly image-sharing.