**Tempe High School Anti-bullying Policy**

**Rationale**

To promote an environment where bullying is not tolerated, where students feel safe and are given every opportunity to thrive. In order to minimise the impacts of bullying it is imperative that students, caregivers and staff and are aware of how to manage bullying situations and who to report to.

**References**

Literature review - Anti-bullying interventions in schools – what works? <https://antibullying.nsw.gov.au/media/documents/Anti-Bullying-in-Schools_What-Works.pdf>

DET Anti Bullying website <https://antibullying.nsw.gov.au/>

DET anti-bullying policy “Bullying: Preventing and Responding to Student Bullying in Schools Policy” reference number - PD/2010/0415/V01

Rigby, K 2014, ‘How teachers address cases of bullying in schools: A comparison of five reactive approaches’, Educational Psychology in Practice, vol. 30, no. 4, pp. 409-419.

**Bullying Definition**

Bullying:
• involves repeated actions
• is intended to cause distress or harm
• is grounded in an imbalance of power (Ministerial Council for Education, Early Childhood Development and Youth Affairs 2011; Olweus 1993; Smith 2005).
Bullying is defined in the National Safe Schools Framework (NSSF) as: an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have 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. However, these conflicts still need to be addressed and resolved. (Australian Government Department of Education and Training 2016)

Bullying can be understood to occur in three forms: face-to-face bullying, covert bullying and online bullying.

Covert bullying, also called indirect bullying, is hidden from adults. It can include behaviours such as spreading rumours, excluding, threatening, blackmailing, whispering and stealing friends (Cross et al. 2009)

Online bullying, also called cyberbullying, is a specific type of covert bullying that uses electronic forms of contact (Smith et al. 2008a; Sourander et al. 2010). Online bullying is difficult for adults to detect or track, and can be particularly harmful to the targeted student because of the large potential audience (Slonje & Smith 2008; Stacey 2009).

**Strategy**

I. Positive school environment reinforcing a norm of inclusivity and diversity

Ii. Focussing on preventing bullying in key environments including the classroom and playground

Iii. Promoting a culture of reporting bullying

Iv Promoting a culture of intolerance to bullying by improving bystander behaviour

**Responsibilities**

School staff has a responsibility to:

* Respect and support students.
* Model and promote appropriate behaviour.
* Have knowledge of school and departmental policies relating to bullying behaviour.
* Respond in a timely manner to incidents of bullying according to the school’s Anti-bullying Plan.

In addition, teachers have a responsibility to:

* Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

* Behave appropriately, respecting individual differences and diversity.
* Behave as responsible digital citizens.
* Follow the school Anti-bullying Plan.
* Behave as responsible bystanders.
* Report incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

* Support their children to become responsible citizens and to develop responsible on-line behaviour.
* Be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour.
* Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan.
* Report incidents of school related bullying behaviour to the school.
* Work collaboratively with the school to resolve incidents of bullying when they occur.

For more information about how parents can help their children, the department of Education has the following website. <https://antibullying.nsw.gov.au/parents-and-carers>

School Community

All members of the school community have the responsibility to:

* Model and promote positive relationships that respect and accept individual differences and diversity within the school community.
* Support the school’s Anti-bullying Plan through words and actions.
* Work collaboratively with the school to resolve incidents of bullying when they occur.

Principal

Responsible for:

* Implementing the policy within the school.
* Submitting a copy of the school’s Anti-bullying Plan to the Director, Public Schools whenever it is reviewed.
* Reporting annually to their school community on the effectiveness of the school’s Anti-bullying Plan.

Year Advisor

Responsible for:

* Wellbeing of students.
* Across faculty coordination of information.
* Can be mediator and support person for students in restorative meetings.
* Point of contact for parents and caregivers.

**Prevention**

Staff is to:

* Foster a positive classroom environment where respect is the core of student interactions.
* Follow the school’s wellbeing and discipline policy
* Follow a vigilant approach to playground supervision

Utilize resources on the anti-bullying website to facilitate lessons on bullying.

Run programs provided by external providers to assist students in dealing with bullying, standing up to bullying and what to do if you are a bystander to bullying.

Examples of programmes the school has run that deal with bullying include

* + “Links to learning” which incorporates a bullying component.
	+ Bullybusters
	+ Ways Programme to develop resilience in our year 10 and 11 students
	+ School based programme run with our year 7 students, includes a cyber bullying component.
	+ Faculty based lessons
	+ Police liaison officer runs information sessions on sexting and cyberbullying

**Reporting Bullying**

Refer to flowchart on next page.

Bullying across faculty areas or in the playground is to be reported to the Deputy Principal.

Parents and caregivers concerned about their child are to contact the relevant year advisor.

**Bystander Response**

Give students strategies to become upstanders. The resource from

<https://antibullying.nsw.gov.au/media/documents/activities/Anti-bullying-Activity-Booklet-A4.pdf> is used to plan a series of lessons on bullying and bystander activity.

 **School response**

Refer to mobile Phone Policy and BYOD policy.

Cyber bullying

A suspension may be applied and the Department of Education’s “Suspension and Expulsion of School Student’s” policy will be followed.

Bullying is physically violent resulting in injury or whose violent behaviour seriously interferes with the safety and wellbeing of others.

Bullying identified as per policy

Name calling, exclusion, unkind comments

**Teacher** follows classroom discipline policy. Incident recorded on Sentral. Year advisor notified. If year 7, incident, parents contacted

Bullying ongoing

**Year advisor** interviews students and notes on Sentral. Possible restorative mediation if all parties agree.

Teachers notified through executive meeting. Asked to monitor

**Head Teacher** interviews students. Follows School discipline policy. Contacts Parents

Bullying ongoing

If all parties agree, D.P conducts restorative mediation interview

**Deputy Principal** interviews students separately. Incident recorded on Sentral. Parents contacted.

Verbal caution issued and recorded

Possible referral to counsellor for all students involved.

Bullying ongoing

At any time in the process referral to counsellor is available.

When recording in Sentral include

* Details of incident
* Actions taken
* Result

Formal written caution of suspension issued. Monitoring commenced. Parents called.

Bullying ongoing

**Cyber Bullying**

For more information on the school’s policy in this area, refer to the school’s mobile phone policy and BYOD policy. These can be found on the Tempe High School Website.

**Restorative Practice**

Restorative practice is based on the concept of restorative justice, and prioritises repairing harm done to relationships over the need to assign blame and dispense punishment (Wong et al. 2011). In a restorative approach, students responsible for bullying are required to attend a meeting along with the student being bullied.

The bullied student is invited to describe what has been happening and how they have been affected, while the student responsible for bullying is invited to describe what they were thinking at the time and what they think now. The student responsible for bullying is then asked what should be done next, with the expectation that they will act ‘restoratively’ with an apology and some act of reparation (Rigby 2014, p. 412)