

Responsible Behaviour Plan Appendix 6

POSITIVE RELATIONSHIPS, SAFE SCHOOL POLICY

Intent

Through positive actions, we aim to create an inspired learning environment where the reduction of bullying makes school a happy place for all students. If bullying does occur, we have strategies to address these matters outlined in our Policy.

Definition

Bullying is typically repeated and intentional hurt inflicted on someone by words or actions of another person or group to exert power.

What Bullying may look like.

- Repeated verbal threats and cruelty
 - name calling and persistent teasing
 - ridiculing another person's appearance, physique or actions
- Repeated physical threats and cruelty
 - punching, pushing, poking, shoving, spitting, etc
 - deliberate property damage.
- Repeated indirect threats and cruelty
 - malicious gossip, spreading rumours or manipulation
 - deliberately hiding property
 - ignoring and persistent exclusion from friendship circles, social exclusion
- Cyber
 - deliberate inappropriate use of mobile phones, text messaging and internet communications

These actions demonstrate there has been a breakdown in relationships between students.

Bullying is not:

- one off occurrences of punching, fighting, theft: and/or name calling.

These one off incidents do not represent a break-down in relationships between two students. This type of behaviour will be dealt with under the College's Responsible Behaviour Plan.

Minimising Bullying

Numerous activities are undertaken to develop strong friendly relationships between students. Some of these include:

- A transition programme from primary to high school;
- Self-esteem, relationship development and anti-bullying programmes run in Seminar;
- Student mentor programme;
- Student Council promoting positive school-wide behaviour;
- Cross year level extra-curricular activities;
- Year level camps;
- Year level Co-ordinators working with smaller cohorts of students;
- Special support programmes for improving low self esteem and socialisation skills;
- Using the data from the National Safe School Framework survey to inform improvements in practice.

When Bullying occurs, what should be done?

By the students

- Initially use appropriate responses to solve the problem (eg walk away)
- Seek intervention by reporting bullying to a teacher, support staff or parent
- Demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied
- Never ignore the situation

By the parent

- Model appropriate behaviour at all times
- Support the school's philosophy
- Watch for signs of your child being bullied
- Encourage your child to adopt the anti-bullying strategies taught at school
- Instruct your child to immediately tell a teacher or support staff if they are bullied
- Inform the school immediately of any suspected bullying

By staff

- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable. Listen & ask what you can do to help
- Act appropriately to the student's concern using tools such as Restorative Justice
- Provide advice, *intervene* and monitor.

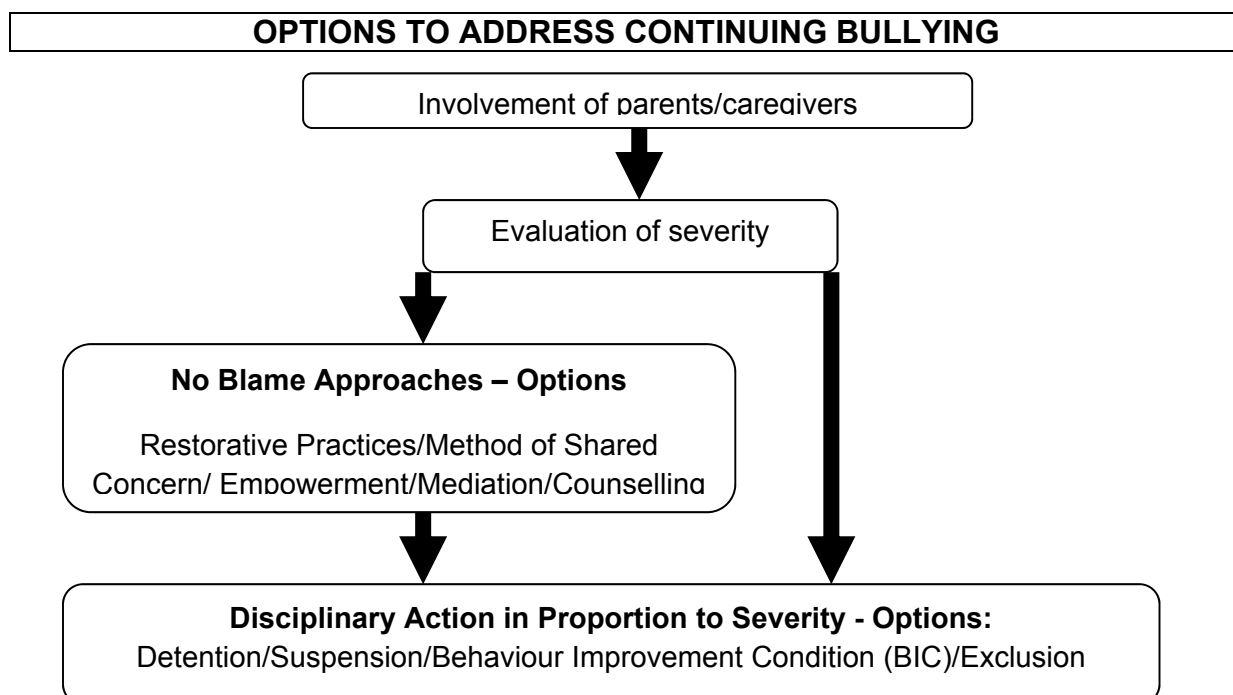
Procedure

Stage 1

1. Student and or teacher could initiate reporting of bullying
2. Gather facts (account of events from all students involved), talk with student – find out the frequency of the 'bullying'. Determine the severity.
3. Reinforce student has done the right thing by reporting incident and reiterate that something will be done/bullying is serious.
4. Record complaint/event/actions in OneSchool and refer if appropriate.
5. Teacher to go back to student and tell them what action has been taken e.g. referral

Stage 2

1. Follow flowchart and options to address continuing bullying (below).



Options To Address Continuing Bullying

No Blame Approaches:

Restorative Practices	Method of Shared Concern	Empowerment Groups	Mediation	Counselling	Disciplinary Action
<ul style="list-style-type: none"> • Meeting of all students involved Take turns to speak • Focus upon repairing harm • Involves active listening, conferencing • Discuss bullying, actions, feelings, effects • Share responsibility and ownership of problems. • Focus on resolution, not blame • Identify solutions, enact solutions 	<p>Goal: develop empathy/concern</p> <ul style="list-style-type: none"> • No accusation, non-punitive • Initial interviews: 'leader', other group members, victim • Outline the problem • Develop understanding of feelings/sharing of concern • Problem-solving, develop solutions 	<ul style="list-style-type: none"> • Whole class or specific groups • Collaborative, non-adversarial approaches • Rules for meetings: no specific names or incidents, respect, listen • Opportunities for all to speak around circle • Learning within the natural peer group • Develop empathy, reduce group tolerance of bullying • Develop understanding of dynamics of power, abuse of power, victimization, positive strategies • Develop cohesion, care and trust, inclusion and supportive network 	<ul style="list-style-type: none"> • Agree upon the problem and need for solution • Describe problem from each perspective • Paraphrase and check understandings of each person's view • Correct misconceptions • Discuss and acknowledge feelings • Seek solutions that involve win-win options • Develop specific agreement 	<ul style="list-style-type: none"> • Individual support • Emotional support • Development of strategies – ignoring, assertive responses, how not to respond • Develop understanding and plan for individual • Confidentiality 	<ul style="list-style-type: none"> • Specific consequences applies in proportion to severity • Detention • Suspension • Behaviour Improvement Condition (BIC): a last resort alternative to exclusion when exclusion would otherwise be warranted, breach of BIC results in exclusion • Exclusion