Plan for the Prevention and Management of Bullying

Rationale

Bullying is a learned behaviour which is unacceptable. However, bullying behaviours can be changed. Geraldton Senior High School 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 environments.

Vision

Staff, parents and students at this school are committed to treating each other with care and respect and accepting individual differences.

Definitions

The national definition of bullying for Australian schools is as follows:

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.

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.

- <u>Physical bullying:</u> Includes violent actions towards another person that involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.

- <u>Cyberbullying:</u> 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.

- <u>Bystanders:</u> 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.

Note

The Department of Education promotes the use of affirmative language that supports the values of the Western Australian Curriculum (i.e. Health and Physical Education curriculum). The terms 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to bullying incidents. It is important that bullying is seen as a behaviour. It is more appropriate to identify and label the unacceptable behaviour such as 'students who are bullied', 'students who bully others' and 'students who engage in bullying behaviour'. This will ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

Rights and Responsibilities of School Community Members

Members	Rights	Responsibilities
All students, teachers, parents, wider school community	• are safe and supported in the school environment • are included • are treated with respect	• positive role modelling and demonstrate respect for all people • participate and contribute to school positive behaviour programs • build positive relationships • demonstrate respect and tolerance towards others
School Leadership	• is supported by the school community in developing the school's plan to prevent and effectively manage bullying • is supported by the school community in implementing the strategies and programs under the school's plan	• fosters a safe and supportive climate across the school • provides leadership in resourcing the school's plan • ensures plans are clear and publicly available to the school community • ensures the school community is informed of the plan • implements the plan • supports staff to implement the strategies and programs under the plan

Staff	• feel safe and supported in the workplace • are informed by school leadership of the school's plan on bullying • have access to professional learning in preventing and effectively managing bullying • have access to curriculum resources suitable for • supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/emotional learning)	• promote and model positive relationships • participate in developing the school plan • identify and respond to bullying incidents • deliver the strategies and programs to students in responding to bullying effectively • promote effective bystander behaviour • promote social problem-solving • use appropriate terminology when referring to bullying and the students involved
Students	• have access to curriculum that supports the building of resiliency and social skills • are informed by staff of the school's plan on bullying • are provided with supports by staff to stop bullying	• understand and value the concepts of inclusion and tolerance • identify and respond effectively to bullying • are aware of themselves as bystanders • seek help for themselves and others as needed
Parents	• are treated with respect • are confident their children are provided with a safe and supportive school environment • re provided with access to information on the prevention and management of bullying by the principal • are informed by the principal of the school's plan and opportunities to participate	• understand and value the concepts of inclusion and tolerance • identify and respond effectively to bullying • are aware of themselves as bystanders • seek help for themselves and others as needed
Wider community: including other professionals	• are strategically included in bullying prevention and management	• provide support and input into the school's approach to preventing and managing bullying • strengthen the school's anti-bullying messages

Whole School Prevention Strategies

- Positive Behaviour Support framework underpins student well-being and behavioural programs within the school
- Student Services is resourced with skilled staff to support teachers and students' wellbeing
- UR Strong social and emotional learning program will be delivered in Year 7 Health Education classes to build student capacity in managing friendship issues. Pre and post assessment data will be used to measure program effectiveness·
- Geraldton Senior High School will partner with families and external agencies, including Ngala, Headspace, CAMHS, GRAMS, Desert Blue Connect, Department Child Protection Family Services, 360 Health and Helping Minds to support student wellbeing
- Student Services will promote opportunities for students to lead programs which foster positive student relationships (e.g. Year 11 Buddy Program, Be a Buddy, Not a Bully, RUOK? Day)
- Refer to nationally recognized current initiatives to support resilience, mental, social and emotional health (BeYou) in school planning and program delivery

▶ This Preventing and Managing Bullying Plan will be reviewed in Term 4 of each school year

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
- promoting the use of cooperative learning strategies (small group learning)
- encouraging and support help-seeking and positive bystander behaviour
- using restorative justice approaches to resolve peer-based conflicts
- implementing strategies from resources such as Cyber Savvy and the Office of the eSafety Commissioner to promote cyber safety and positive digital citizenship.

Playground strategies include:
- coordinating a highly visible and active approach to playground supervision (duty staff are on time, mobile and visible)
- implementing identification of and supervision adjustments to high-risk situations and settings
- offering a range of organised activities during break times that encourage positive peer relations and networks
- recognising and reinforcing positive playground and pro-social behaviour
- developing and communicating whole-school processes for responding to playground issues.

Targeted Early intervention Strategies

- All staff are provided with the "Bullying. No Way!" School response flow chart to support students who report bullying behaviour
- Targeted groups are supported with additional school resources, including Girls Academy/Clontarf Academy/ Student Services Team/ Special Education Needs Team
- Year Coordinators identify students at risk and engage strategies to support students
- Provide high supervision areas for students with higher support needs
- Safe zones are explicitly taught to students who require them and plans are established for students experiencing safety issues
- Students at risk of being targeted or those who demonstrate bullying behaviour are supported by specialist/pastoral care staff and through case-management
- Triple P Parenting course engages parents and community members

Procedures and Actions to Respond to Bullying Behaviours

- All HOLAs and key student services staff have received restorative practice professional learning
- Information about responding to bullying and restorative practice are provided to staff during staff meetings as well as links to relevant resources
- The Parent Information Booklet provides parents with contact information for key staff and the school's plan for Preventing and Managing Bullying
- Parents and/or students are encouraged to contact the Form teacher or Year Coordinator to 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
- When bullying behaviour is reported, staff will use a restorative approach to help all the students involved with the incident to understand what has caused the bullying, the effects on all students involved and how the relationship can be repaired
- Staff will record incidences of bullying on SIS. Follow-up with students involved are completed in a timely manner by either teaching staff, student services staff or the administration team
- Students who are being bullied are provided with support by staff to promote recovery and resilience – access to Student Services and possible external agencies via referrals
- Case management, which includes the parent of students involved in persistent bullying is implemented

▶ The School psychologist works with staff to implement whole-school approaches in preventing and managing bullying.

▶ The Student Behaviour Plan and procedures will be applied in situations that have resulted in significant harm or where violence has occurred.

▶ This Preventing and Managing Bullying Plan will be reviewed in Term 4 of each school year

Resources

The following websites provide useful resources.

The Australian Student Wellbeing Framework and Hub promotes the collaborative development of policies to protect the safety and wellbeing of all students from violence, bullying and abuse.

- Resources for schools: primary and secondary
- Resources for parents: primary and secondary
- Resources for students: primary and secondary

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
- Resources for students: primary and secondary

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

Cyber Savvy helps young people prevent and address problems associated with online behaviour, particularly image-sharing.

For teens

Information and advice for teens who have been bullied, have bullied others, or have seen it happening.

Bullying No Way

School Response Flow Chart: Student Bullying

1. Listen carefully and calmly and document what the student tells you

Ensure a private place to talk. Do not dismiss their concerns or make them feel they are at fault. Listen to their account fully first and then ask them (and maybe others) questions to get more detail. Avoid the terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders. Clarify if there are immediate safety risks and let the student know how you will address these. Write a record of the conversation.

2. Collect additional information

Ask for any evidence from the student. Speak with all students involved, including bystanders. Be alert to your legal responsibilities regarding evidence if the incident may constitute a crime. Keep records. Ensure you hvae information that answers who, what, where, when, how, why. Students views on why bullying is happening can suggest ways the school can respond.

3. Discuss a plan of action with the students

Once you are confident you have a comprehensive picture of the situation, discuss a plan of action with the student/s. Refer to your schools policy in terms of expectations and implications.
Invite suggestions from students as appropriate.
Inform all students involved of your intention to inform their parents/guardians. Involve the parents and other caregivers in developing the plan of action if appropriate.

4. Inform the students what you intend to do

Provide as much information as you can without violating the privacy of other students or parents. Also inform them about when you are planning to follow up with them after implementing the plan. Explain that you will look at immediate an short term responses as well as other long term preventative measures or efforts to promote a positive school climate.

5. Provide suggestions about what to do if the bullying occurs again

Have information on hand to share with students or set up a meeting for them to talk about strategies with an appropriate staff member. If this is not viable (due to the nature of the disclosure), refer tot he appropriate guidelines and processes.

6. Set a date for follow up review/s

Bullying can require a sustained effort to prevent, particularly if situations are long standing. Reviews are critical to check in with students, and to ensure the school's efforts have not caused other problems or merely created a problem elsewhere.

7. Record the incident in the school's data management system

8. Notify appropriate personnel

Refer the matter to the responsible officer: Year Coordinator, Deputy Principal, School Psychologist, Counsellor or Guidance Officer as per the school's process or Behaviour Plan.

9. Contact the parent/guardian about the incident and the action plan

If parents/guardians have not yet been involved in the process of planning the course of action (Step 3), advise them of the incident and the resulting course of action, including referring to the the school's policy guidelines.

Refer parents to the responsible officer for further consultation if required.

10. Follow up with students over the next several weeks and months

It is essential to be alert to ongoing bullying, particularly the possibility that the bullying can 'reappear' in another form some time later.