



Policy Title	Bullying Prevention Policy		
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Revision No:		Revision Date:	

Rationale:

Reservoir High is committed to providing a safe and respectful environment for all students and staff. Bullying of any type, including cyber bullying, will not be tolerated. This includes bullying on the basis of culture, race, religion, social background, gender, gender identity, sexual orientation or disability.

Aims:

- To promote a safe school environment that proactively works to develop respect and cooperation.
- To educate the school community in relation to bullying, and the fact that it is unacceptable.
- For everyone in the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff, whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that ongoing support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation to maintain a safe school environment.

Definition:

Bullying is when, on more than one occasion, a person or group of people, either psychologically or physically harm or create a risk to another person's health and safety or their property, reputation, or social acceptance.

There are four broad categories of bullying:

Direct physical bullying: e.g. hitting, tripping, pushing or damaging property.

Direct verbal bullying: e.g. name calling, insults, teasing, intimidation, sexist, homophobic or racist remarks or verbal abuse.

Indirect bullying: is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:

- Lying and spreading rumours
- Playing nasty jokes to embarrass and humiliate
- Mimicking
- Encouraging others to socially exclude someone
- Damaging someone's social reputation or social acceptance

Cyberbullying: is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via mobile phone, SMS or emails, deliberately excluding someone from social networking spaces or any other inappropriate use of social media.

What bullying is not:

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

- **Mutual conflict** involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **Social rejection** or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- **Single-episode acts** of nastiness or physical aggression are not the same as bullying - if someone is verbally abused or physically abused on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness, harassment, discrimination or physical aggression should be ignored or condoned as these are unacceptable behaviours.

Implementation:

- Parents, teachers, students and the community will regularly be made aware of the school's no tolerance position on bullying.
- School community will be made aware of the school's no tolerance approach to bullying through publication of the policy on the school website and school newsletter.
- Students will be made aware of the bullying prevention policy through publication in the student planner.
- Teachers will be reminded of their duty of care regarding protection of students and staff from all forms of bullying through staff induction and yearly reminder of important processes / policies.
- At the start of each school year, all classroom teachers will discuss and clarify with students the school's no tolerance position of bullying, including cyberbullying.

A. PROACTIVE PREVENTION

In line with Reservoir High's commitment to building a safe and respectful environment, the school will implement a range of bullying prevention strategies:

- All teachers will build positive classroom environments that encourage respectful relationships, including modelling non bullying behaviour. Reservoir High School follows the Developmental Management Approach (Ramon Lewis) to classroom management, which provides the framework for all teachers to facilitate safe, supportive and positive classroom environments.
- Every staff member will build into their curriculum opportunities to enhance positive student relationships.
- The school will promote non-bullying through display of anti-bullying posters throughout the school.
- Students will have access to a broad range of curriculum and extra-curricular programs that promote resilience, life and social skills, respectful relationships, assertiveness and problem solving.

- All Year 7 students will participate in programs that explicitly target awareness and reduction of bullying behaviours.
- School awards will highlight inclusive, positive and respectful behaviour.
- Leadership will follow up on data from student opinion surveys that reflect on student wellbeing and safety.
- Staff will participate in professional development focused on positive student engagement and wellbeing, with specific reference to the impacts of bullying.
- All students will participate in whole school assemblies, building respect for the achievement of fellow students while celebrating the diversity of the school community.
- All students will be provided with individual and confidential computer and network logins and passwords and students will be regularly reminded of the importance of maintaining password confidentiality. Processes will be put in place to ensure tracking of student activity on the school's computer network.

B. PROCEDURES FOR RESPONDING TO INCIDENTS OF BULLYING STUDENTS

All students are responsible for respecting the rights of others to learn, teach and feel safe within the school. This is demonstrated through safe, fair and kind behaviours.

1. Reporting for students

- Students are expected to report bullying behaviour, either as a victim or bystander.
- Students should report bullying to the teacher of the class in which the bullying takes place. It is important that students do not assume that the teacher has seen or heard the bullying.
- For bullying outside of the classroom, students should report it to the appropriate Year Level Coordinator. Where there is an immediate risk of physical injury or danger, the bullying should be reported to the closest/yard duty teacher.
- If the bullying behaviour does not cease the student should continue to report until the issue is satisfactorily addressed. This may sometimes mean the student tells a different member of staff what is happening. At school there are many people to turn to for assistance – teachers, teacher assistants, coordinators, assistant principal and principal, office staff, student wellbeing, chaplain, school nurse.
- At home a student should let a family member or trusted adult know about the bullying.

2. Strategies for students.

- Students are encouraged to stand up for themselves by being assertive. Examples of this are: 'Standing tall', making direct eye contact with the bully, speaking in a firm way to the bully or saying what they want to happen, and how. E.g. 'I want you to leave me alone right now.' 'I am leaving now.' 'I am not listening anymore.'
- Students who feel unsafe or threatened should remain as calm and confident as possible. They should remove themselves from the situation and make sure the incident is immediately reported or have a friend help them to report it. Do not respond in anger. Do not incite others to fight the bully. Inciting others to retaliate may result in serious consequences.
- In the case of cyberbullying having blocked the bully, it is important to collect evidence. Do not respond to cyberbullies or encourage others to do so. Use the social networking site's reporting procedures to notify about inappropriate use of the site.

- Talk about your concerns with a parent, supportive adult or teacher. Kids Helpline 1800 55 1800 is a confidential phone and online service available to young people to discuss a range of concerns.

PARENTS

Reservoir High recognises the critical role of parents in noticing that their child may be being bullied and in working with the school to effectively deal with the problem.

1. Reporting for parents

- Parents should support and encourage students to report instances of bullying. Be aware that students may avoid reporting.
- Parents should report to the school concerns or instances of bullying behaviour that they become aware of. Early parental reporting can assist with prevention, intervention and mediation.

2. Strategies for parents

- Observe your child and note any behaviour changes that might indicate bullying.
- Ask about bullying and listen with concern.
- Encourage the young person to be assertive, not aggressive.
- Support your child to report to the school.
- Phone or meet with the Year Level Coordinator to discuss your concerns.
- In the case of cyberbullying, guide your child to block the bully, to keep evidence of the cyberbullying and to refrain from retaliating.
- Work with the young person and the school to resolve the problem.

STAFF

All staff are responsible for ensuring that the school environment is safe and secure and that any bullying or harassment is acted on immediately. This involves following the appropriate student management procedures including reporting all instances of bullying behaviour to the relevant sub-school coordinator

All instances of bullying need to be taken seriously, including low-level behaviours. All staff should be alert to and take appropriate action in response to bullying behaviours in the classroom as well as in the broader school environment.

Classroom teachers:

1. Classroom teacher procedures

- First time or low level bullying in the classroom needs to be addressed by the classroom teacher.
- The teacher should listen to the student's concerns and not minimise these concerns. Avoid blaming the victim. Remain objective by seeking the other side of the story from the alleged bully. Asking students to write their account of the bullying is helpful for clarity. Speak to other students who may have witnessed the incidents.
- If the bullying is lower level, the classroom teacher can ask students to be involved in a conference, with the focus on

- the victim being able to speak safely about the issues
 - the bully being informed about the distress caused by the bullying
 - restoring expectations of a safe and respectful learning environment.
- Teachers may seek assistance from Year Level Coordinator in such conferences.
 - Classroom teachers should accurately document all bullying incidents including actions taken, and forward documentation to the relevant year level coordinator.
 - Classroom teachers should continue to carefully monitor students involved following bullying and report to Year level coordinator any further incidents. Year Level Coordinator will record and follow through and oversee process from initial report.

2. Classroom teacher strategies.

- Establish and maintain clear expectations for a safe, kind and fair learning environment.
- Intervene early.
- Address low level niggling, undermining comments, repeated jokes at one student's expense and 'Just joking' excuses.
- Include 'bullying' topics in the curriculum.
- Seating plan

Year Level Coordinators procedures

- Year level coordinators will respond to, investigate and manage repeat allegations or repeat instances of bullying; more serious incidents of bullying; bullying outside of the classroom and cross year level bullying.
- Year level coordinators will document all reports of bullying on the student management tool, including those passed on by classroom teachers, so as to track repeated behaviours. (XUNO→Incidents→Bullying).
- Students identified by others as bullies will be informed of allegations.
- Victims will be informed of actions taken by year level coordinator to address the bullying.
- Parents of both victims and perpetrators will be contacted in all cases where bullying has been determined to have occurred.
- Year level coordinators will put in place ongoing support including regular check-ins with victims and bully until the issue is deemed resolved.
- Depending on the outcomes of the above, a year level coordinator may email specific staff to make them aware of instances of bullying and request they take additional preventative measures in their classrooms.
- Victims and bullies will be offered counselling support. This may include support from School Nurse, Student Wellbeing Coordinator, Chaplain or referral to SSSO service.
- If student bullying persists, parents will be contacted and consequences implemented consistent with the school's Student Engagement Policy, including ongoing consultation as appropriate with Principal team in cases of unresolved bullying.
- Cyberbullying may be responded to by denial of access to the school's network and computers for a period of time.

Reservoir High School: Bullying Consequences Chart (August 2015)

Level 1

If the bullying incident is minor or first time occurrence, teacher may elect to use one or more anti-bullying practices.

Teacher use one or more anti-bullying practices:

- Stopping the bullying
- Re-statement of rules and consequences
- Questioning of bully
- Reflection meeting
- Private conference
- Mediation meeting with staff member / Year level Coordinator

The teacher should write up an Incident Report outlining Bullying behaviours and all names of victim/s and perpetrator/s and submit to Year Level Coordinator for documenting on Student Management tool.

Level 2

If the bullying behaviour continues on in instances of severe bullying behaviour, an immediate referral should be made to the Year Level Coordinator.

The Year Level Coordinator will contact the parents/guardian of the victim and perpetrator/s. A meeting with the student will be held to discuss the implementation of various strategies.

REPORT TO THE YEAR LEVEL COORDINATOR

The Coordinator will undertake the following actions as required:

- Investigate and document statements from the victim and perpetrator
- Contact parents/guardians of the victim and perpetrator
- Arrange meeting with perpetrator to implement some / all of the following options;
 - Behaviour contract
 - Discussion / Mentoring
 - Mediation meeting
 - Detention
 - Meeting with parent to discuss consequences should occur again
 - Referral onto the Student Wellbeing Coordinator / Team
- Ongoing recorded monitoring to occur with both the victim and perpetrator in order to assess student wellbeing and behaviour modification

Level 3

Students whose bullying and other aggressive behaviour is resistant to change and other previous interventions. Students whose severe bullying behaviour and other aggressive behaviour resists school efforts and represents a significant threat to the safety and wellbeing to be referred to the Student Wellbeing Coordinator.

The Year level Coordinator & Sub School Coordinator will put into place the following interventions as required:

- Contact the parents of both the victim and perpetrator
- Revisit previous interventions
- Review the situation and decide on appropriate intervention (which may include internal or external suspension).
- Liaise with Assistant Principal or Principal
- Discussion with perpetrator that ongoing bullying will result in more severe consequences

- Referral onto the Student Wellbeing Coordinator / Team
- SWC will work closely with the YLC/Sub school and may implement various strategies which may include;
 - Referral onto school based Educational psychologists
 - Referral to community agencies and organisations that can offer more intensive services to the student and student's family.
 - Will liaise closely with the Assistant Principal and Principal where necessary

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in October 2015.

Signed: Mark Jessup
Principal

Nick Mandilas
School Council President