



BUNBURY SENIOR HIGH SCHOOL

**PREVENTING
AND
MANAGING BULLYING**

NOVEMBER 2016

PREVENTING AND MANAGING BULLYING

The prevention and management of bullying at Bunbury Senior High School is incorporated within the school's *Positive Student Behaviour* policy and procedures.

The *Preventing and Managing Bullying* guidelines are to be read in conjunction with the Bunbury Senior High School Positive Student Behaviour

Rationale

Bullying is a learnt behaviour which is unacceptable and can be successfully changed. Schools take an educative approach to managing and preventing bullying. The school's processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive education environments.

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 when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

Confirming if 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 involves:

- **Verbal Bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **Emotional/Psychological Bullying:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- **Relational Bullying:** Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.
- **Physical Bullying:** Includes repetitive hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.
- **Cyber Bullying:** Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

- **Bystanders:** Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

Rights and Responsibilities of School Community Members

Members of the school community have the right to expect that Bunbury Senior High School provides a safe and supportive learning environment. This expectation comes with a shared responsibility by the whole school community to prevent and effectively respond to behaviours that have the potential to affect school safety and wellbeing, including bullying.

The whole-school community includes students, staff, parents, caregivers and the wider community who interact within the school context

Be Aware

- Bullying is a very complex issue and no two circumstances are the same. Sometimes bullying may be occurring over a long period of time and it may seem that there is no way of resolving the issue. In these circumstance the school may engage the services of other support agencies with the view of working with the parties and supporting them to a resolution.
- All members of the school community are responsible for reporting bullying behaviour, including the person who is the perceived 'victim' of bullying. The school can take no action if the behaviour is not reported.
- All allegations of bullying are treated seriously and an appropriate level of confidentiality must be maintained at all times.

Related Documents

Managing Student Behaviour

History of Changes

Effective Date	Date of Last Update	Policy Owner	Approved at School Board	Filed
29 November 2016	29 November 2016	Principal	Yes	Admin Shared Drive 109-3.7

Rights and Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community	<ul style="list-style-type: none"> • are safe and supported in the school environment • are included • are treated with respect 	<ul style="list-style-type: none"> • participate and contribute to school positive behaviour programs • build positive relationships • demonstrate respect and tolerance towards others
The Principal	<ul style="list-style-type: none"> • is supported by the school community in developing the school's plan to prevent and effectively manage bullying • is supported by school staff in implementing the strategies and programs under the school's plan 	<ul style="list-style-type: none"> • provides the leadership for resourcing the school's plan • ensures the school community is informed of the plan • implements the plan • supports staff to implement the strategies and programs under the plan
Staff	<ul style="list-style-type: none"> • feel safe and supported in the workplace • are informed 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) 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • have access to curriculum that supports the building of resiliency and social skills • are informed of the school's plan on bullying • are provided with supports that will help to stop bullying • to be aware of how to access support. 	<ul style="list-style-type: none"> • understand and value the concepts of inclusion and tolerance • identify and respond effectively to bullying • are aware that bystanders are supporting bullying • seek help for themselves and others as needed
Parents	<ul style="list-style-type: none"> • are treated with respect • are confident their children are provided with a safe and supportive school environment • are provided with access to information on the prevention and management of bullying • are informed of the school's plan and opportunities to participate 	<ul style="list-style-type: none"> • support and encourage children to treat others with respect and tolerance • act in accordance with the school plan if they observe/ know about bullying • encourage children to report bullying incidents • work effectively with the school in responding to bullying
Wider community: including other professionals	<ul style="list-style-type: none"> • are strategically included in prevention and bullying management 	<ul style="list-style-type: none"> • provide support and input into the school's approach to preventing and managing bullying

Strategies to Prevent and Manage Bullying

Bunbury Senior High School employs a range of processes, strategies and programs for preventing and effectively managing bullying.

Ongoing planning, monitoring and review of these processes, strategies and programs will ensure the effectiveness in preventing and managing bullying. This is initiated annually by the Student Services Team.

Whole School Prevention Strategies

The preventive whole school structures and strategies implemented at Bunbury Senior High School include the following:

- Managing Bullying Behaviour and Peer Conflict procedures.
- Student support workers.
- The school values, 6Rs (Respect, Responsibility, Relationships, Recognition, Relevance and Risk Taking).
- Interagency relationships with groups such as Head Space and Youth Focus.
- promoting a whole-school student support approach with shared leadership;
- promoting collaborative relationships between the school, parents and the wider community on developing and implementing school-based strategies and programs with students;
- the development of active, trusting relationships within the whole school community;
- a highly skilled and resourced student support team;
- the provision of professional learning for staff and parents in identifying, preventing and addressing bullying;
- promotion of a school culture that seeks to be proactive and restore relationships affected by persistent or unresolved conflict;
- promotion of positive staff role modelling; and
- a regular collaborative cycle of evaluation and review of the implemented strategies.
- Supporting the National Day of Action - Against Bullying and Violence
- Use of resources from the Bullying No Way website; www.bullyingnoway.gov.au

Preventive whole school classroom strategies

Teachers should include the following strategies in their classroom behaviour management processes:

- develop supportive and inclusive classroom environments;
- implement effective classroom behaviour management approaches that teach and encourage positive behaviours, and address negative behaviours effectively;
- recognise and reinforce positive communication, empathy, tolerance and social problem solving;
- promote the use of cooperative learning strategies;
- encourage and support help-seeking and effective bystander behaviour;
- utilise social problem-solving approaches to resolve peer-based conflicts;
- implement developmental social/emotional learning curriculum which includes:

- understanding what behaviours constitute bullying;
- understanding the impact of bullying;
- the development of constructive (preventative) bystander behaviour;
- the development of positive social problem solving skills; and
- understanding cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship.

Outside of classroom strategies include:

- a highly visible and active approach to playground supervision;
- implement identification of and supervision adjustments to high-risk situations and settings;
- offer a range of organised activities during break times that encourage positive peer relations and networks;
- recognise and reinforce positive playground and pro-social behaviour; and
- develop and communicate whole-school processes for responding to playground problem behaviours.

Planning, monitoring and review processes include:

- processes are reviewed annually;
- use of appropriate assessment tools to measure current bullying issues and the school's progress towards achievement targets (snap-shot measures);
- input from all key sectors of the school community;
- existing data is used to monitor changes over time (longitudinal measures);
- making adjustments to the selected strategies and programs based on the data;
- ongoing review of available resources (including human resources) to ensure accessibility and suitability to the strategies and programs being implemented; and
- communicating any changes to the whole-school community.

Targeted Early Intervention Strategies

Early identification and effective responses reduce the associated risks and potential long-term harms caused by bullying.

Targeted early intervention strategies include:

- 'Stop, Walk and Talk.
- Peer Conflict Report document.
- awareness and planning around specific forms of bullying, such as cyber-bullying and racism;
- identify and target early signs of problematic peer relationship issues within the school community;
- identify individuals and groups at risk that require targeted programs;
- teach pro-social behaviour to identified students and groups;
- provide high supervision areas for students with higher support needs;

- effective options for individual students experiencing safety issues (such as buddy systems, alternative areas and transition routines);
- provide access to specialist/pastoral care staff and case management processes for students at risk of being targeted or those who demonstrate bullying behaviour; and
- promote the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.

Intervention for Bullying Incidents

Bunbury Senior High School responds to bullying behaviour in the following ways;

- staff are provided with the support and training to confidently manage bullying situations as they occur;
- 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;
- there are processes for recording and monitoring bullying incidents and interventions;
- bullied students are provided with supports to promote recovery and resilience; and
- case management of students involved in persistent bullying is implemented.

Intervention approaches include:

- See '*Managing Bullying Behaviour and Peer Conflict*' in this document.
- The *Method of Restorative Practice and the use of Restorative Questions*;
- *Group Support Approach* (formerly referred to as the *No Blame Approach*);
- Social problem solving approaches;
- Small group and individual conferences;
- Cooperation circles;
- *Bullying First-Aid* - teacher response/interview; and

NOTE: In situations which have resulted in significant harm or where violence has occurred, behaviour management sanctions may need to be implemented. Sanctions are also warranted where the application of evidence-based methods as described above have been unsuccessful in resolving the problem. The use of sanctions as the first strategy does not occur often as it may result in retaliation against those who reported or the bullied student.

Managing Bullying Behaviour & Peer Conflict



NOTE: Bullying is a very complex issue and no two circumstances are the same. Sometimes bullying may be occurring over a long period of time and it may seem that there is no way of resolving the issue. In these circumstance the school may engage the services of other support agencies with the view of working with the parties and supporting them to a resolution.

All members of the school community are responsible for reporting bullying behaviour, including the person who is the perceived 'victim' of bullying. The school can take no action if the behaviour is not reported.