



R001	Bullying Prevention and Management Policy
<b>Purpose</b>	This policy outlines the responsibility of the school in responding to instances of bullying and in taking steps to prevent bullying from occurring.
<b>Authority</b>	Scripture – Exodus 23:4&5; Matthew 5:44, 7:12, 22:39; Romans 12:10 The Australian Student Wellbeing Framework (October 2018)
<b>Policy</b>	<p>The school will:</p> <ul style="list-style-type: none"> <li>• Respond to any and all observed or reported instances of bullying</li> <li>• Take reasonable steps to ensure that the wellbeing of all students is not put at risk</li> <li>• Provide a positive school environment for all students</li> <li>• Maintain confidentiality and securely store accurate records pertaining to bullying and related incidents</li> </ul>
<b>Delegation</b>	The Principal
<b>Related Policies</b>	Child Protection (CP001) Student Code of Conduct (CP007)
<b>Date approved</b>	May 2009; May 2012; May 2015; April 2019
<b>Next Review Due</b>	September 2022
<b>Review Authority</b>	Governance
<b>Keywords</b>	Bullying
<b>Authorised by:</b>	
<b>Board Chairman</b>	
<b>Date:</b>	
<b>Author/Reviewer:</b>	Jolanda Mulder – November 2018



## R001

## Bullying Prevention and Management Procedure

### Definition:

Bullying is 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 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 conflicts or fights between equals, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

### Forms of bullying:

Bullying takes many forms and can include:

- Verbal harassment: name calling, teasing, threatening, spreading rumours
- Physical harm: punching, hitting, spitting, kicking, pushing
- Exclusion: deliberately leaving someone out of an activity or ignoring him or her
- Interference: damage to personal belongings, stealing
- Physical gestures: pulling faces; obscene gestures
- Written abuse: notes, e-mails
- Cyber-bullying: abusive texts and emails; imitating, humiliating or excluding others online; nasty online gossip and chat (AISWA)

The School will promote an anti-bullying, supportive and inclusive culture, where staff and students reflect Christ's love to others. This includes, but is not limited to:

1. Encouraging students to demonstrate Christian love and service in all circumstances, both in and outside school hours
2. Using opening or lunch time devotions to promote living in harmony with others
3. Encouraging students to lend support to those who are weaker, smaller, or otherwise less able to take care of themselves
4. Addressing anti-bullying topics as a whole school, e.g. on National Day of Action Against Bullying
5. Teaching students about bullying (including cyber-bullying) and responses to bullying through Social and Emotional Learning programs, e.g. PATHS, SDERA Challenges and Choices
6. Teaching and enforcing the Student Code of Conduct

Staff witnessing an act of bullying will immediately take steps to prevent it from continuing. (Or, if bullying is reported to them either via students or parents, take such steps as soon as practical.) They will:

1. Take steps to safeguard the individual(s) being bullied.
2. Make his/her observations and initial response known to the Principal or Deputy Principal.

The Principal will:

1. Investigate the matter
2. Ensure the continued safety of the victim(s)
3. If appropriate, aim for reconciliation between the bully and the victim



4. Determine suitable response to the bullying situation, including meting out suitable punishment to the perpetrator(s):
  - a. The severity of the bullying will determine the consequences
  - b. Within reasonable limits, all measures of discipline (up to and including expulsion) may be used in response to bullying
5. Contact the parents of both the victim(s) and the perpetrator(s) and if necessary the School Committee.
6. Ensure that a record of the bullying incident is kept securely.

Students witnessing or aware of bullying will be urged to:

1. Help the victim(s) and/or get help (not be a silent bystander)
2. Support the student who is being bullied
3. Speak to a teacher about the bullying as soon as possible.

Students being bullied or aware of bullying will be urged to:

1. Report this by following the student-friendly complaints and disputes procedure



## Appendix 1 | General Indicators of Bullying

### Signs of bullying:

Much bullying behaviour occurs out of sight of adults. However, adults may notice the following which may indicate the effects of bullying, including cyber-bullying.

Signs a teacher may notice:

- Student becomes aggressive and unreasonable
- change in student's demeanour/ engagement/ attendance
- starts getting into fights
- refuses to talk about what is wrong
- student displays change in personality, for example more withdrawn, anxious, sad, angry etc
- unexpected changes in their friendship groups
- excessive sleepiness or lack of focus in the classroom and in other activities
- higher levels of absenteeism
- decline in school work
- suicidal thoughts – these should be reported to leadership and parents/carers immediately
- student is often alone or excluded from friendship groups at school
- student is a frequent target for teasing, mimicking or ridicule at school
- change in the student's ability or willingness to speak up in class and appears insecure or frightened.

Signs a parent may report:

- doesn't want to go to school
- changes their method or route to school or are frightened of walking to school
- changes in sleep patterns
- changes in eating patterns
- frequent tears, anger, mood swings
- unexplained bruises, cuts, scratches
- missing or damaged belongings or clothes
- decline in physical health
- arriving home hungry.

Students who are more likely to be bullied are also more likely to:

- feel disconnected from school and not like school
- lack quality friendships at school
- display high levels of emotionality that indicate vulnerability and low levels of resilience
- be less accepted by peers, avoid conflict and be socially withdrawn
- have low self-esteem or negative self-perception
- be relatively non-assertive
- be different in some way.

While all of the above are signs of possible bullying, they may also be signs that something else is happening with the child. Referral to the appropriate school personnel to determine the cause of the issues is recommended.