Central West Leadership Academy Policies & Procedures

3.6 Safe and Supportive Environment / 3.6.2 Student Welfare

3.6.2.3 Conduct & Anti-Bullying

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Version	Date	Approved by	Next review
1.4	Mar 2022	Principal	Mar 2023

Responsibilities for Conduct

Policy

The School will clearly identify and communicate the expected conduct of students and staff within the school community.

Procedures

- The staff Code of Conduct, maintained by **the Principal**, is included in the **Staff Handbook**.

- **The Principal** maintains *3.6.2.3.A Student Code of Conduct* which is provided to all new enrollments, and is made available on the **School portal.**

Anti-Bullying and Harassment

Policy

> The Academy rejects all forms of bullying and will not tolerate behaviour that is bullying, harrasing, abusive and discriminatory in nature. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Academy.

The Central West Leadership Academy is committed to providing a safe learning environment for all members of its community. The Academy is charged with the responsibility of fostering the physical, emotional, moral and educational health of students and staff within its care.

Bullying and harassment go against the values of the Academy and the things that make our Academy special – a friendly, family environment; a place of opportunity and positive personal development. Purposeful intimidation, violence, bullying or harassment are completely unacceptable in all circumstances.

The Academy does not tolerate bullying and harassment behaviours of any kind. All members of staff have the responsibility to report conduct that may be bullying and harassment.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, carers and members of the wider school community.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

At the Academy all students, parents/carers, the Board and staff have the right to:

- Be treated fairly and with respect
- Be able to be themselves
- Feel safe and feel heard
- Feel able to learn
- Have fun and enjoy school
- Constructive and respectful dialogue
- Be proud of being part of the Academy community.

At the Academy all students, parents/carers, the Board and staff have the responsibility to:

- Be respectful and considerate to each other
- Accept and respect individual differences
- Act responsibly and sensibly, and respect the opinions of others
- Contribute positively to the learning environment
- Contribute to respectful and constructive dialogue
- Always try their best in work and leisure
- Respect the environment and values of the Academy.

Bullying

'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 a 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.' (Supportive School Communities Working Group 2015.)

What Bullying Is Not

Mutual conflict which involves a disagreement between equals, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

A single-episode act of nastiness or physical aggression, or aggression directed towards many different people, is not bullying.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

'These actions can cause great distress. However, they are not examples of bullying unless someone is deliberately and repeatedly doing them.' (Supportive School Communities Working Group 2015.)

There are three critical points in the definition of bullying:

- **Power:** people who bully may acquire power through various means: physical size and strength; status within a peer group; and recruitment within the peer group so as to exclude others.
- **Frequency:** bullying is not a random act; it is characterised by its repetitive nature. Because it is repetitive, the persons who are bullied not only have to survive the humiliation of the attack itself but live in constant fear of its reoccurrence.

- **Intent to harm or cause distress:** bullies usually deny any intent to harm or cause distress to others and may not be fully conscious of the harm they cause. However, causing physical or emotional harm is usually a deliberate act. It puts the person being bullied into the position of being dominated by the person who bullies.

In many cases of bullying there are elements of harassment and discrimination on the grounds of 'difference'. The intention of the bully is irrelevant, the important factor is the harm done to the other person. 'It was only a joke' or 'he/she doesn't mind' are unacceptable excuses.

Harassment

Harassment is behaviour that targets an individual or group due to their:

- Race, religion or culture
- Appearance or health conditions
- Sexual orientation
- Home and family circumstances
- Learning needs or disabilities
- Gender.

Types of bullying and harassment

Physical: intimidation; invasion of space/privacy; fighting; any unwanted physical attention or touch; gesturing that may include body language/facial expressions; going through another person's bag; hiding property; repeatedly and intentionally damaging another person's belongings; and threatening behaviour.

Verbal: repeated or systematic name calling; insults; homophobic, gendered or racist remarks; verbal abuse; offensive language; singling people out because of their appearance; and threatening phone calls.

Sexual: written or verbal offensive jokes; using rude names or commenting about another person's morals; unwanted invitations of a sexual nature; asking questions about another person's private life or making others do so; touching or brushing against someone in a sexual manner; and obscene gestures.

Discriminatory: excluding someone because of their race, gender, disability, physical appearance, religious beliefs, or their relationships and friendships with others.

Visual: offensive notes and drawings; inappropriate use of photos; and offensive graffiti and gestures.

Cyber: using technology such as email, mobile phones, chat rooms or social networking sites to bully verbally, socially or psychologically.

Types of cyberbullying include but are not limited to:

- **Flaming:** online fights using electronic messages with angry or vulgar messages.
- **Harassment:** repeatedly sending nasty, mean or insulting messages
- **Denigration:** posting or sending gossip or rumours about a person to damage their reputation or friendships.
- **Outing:** sharing another person's secrets, embarrassing information or images online.
- **Exclusion:** intentionally and cruelly excluding someone from an online group.
- **Cyberstalking:** repeated, intense harassment and denigration that includes threats or creates significant fear.

Emotional: victimisation; instilling fear; excluding people on purpose; ignoring someone's presence; forcing others to hand over food, money or other possessions; and forcing a student to do another student's work.

Covert: lying about someone; spreading rumours; playing a nasty joke that makes the person feel humiliated or powerless; and mimicking.

Responsibilities

The Principal ensures that the School implements an Anti-bullying Plan that:

- is developed collaboratively with students, school staff, parents, carers, and the community
- includes strategies for:
    - developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying.
    - developing a statement of purpose that outlines individual and shared responsibilities of students, parents, carers and teachers for preventing and responding to bullying behaviour.
    - maintaining a positive climate of respectful relationships where bullying is less likely to occur.
    - developing and implementing programs for bullying prevention.
    - embedding anti-bullying messages into each curriculum area and in every year.
    - developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships.
    - developing and implementing early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour.
    - empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.

- developing and publicising clear procedures for reporting incidents of bullying to the school.
  - responding to incidents of bullying that have been reported to the school quickly and effectively.
  - matching a planned combination of interventions to the particular incident of bullying
  - providing support to any student who has been affected by, engaged in or witnessed bullying behaviour.
  - providing regular updates, within the bounds of privacy legislation, to parents or carers about the management of the incidents.
  - identifying patterns of bullying behaviour and responding to such patterns.
  - monitoring and evaluating the effectiveness of plans.
  - reporting annually to the school community on the effectiveness of the Plan.
- includes procedures for contacting the child wellbeing unit or Community Services where appropriate.
- includes contact information for the police youth liaison officer (YLO) and school liaison police officer (SLP) where appropriate.
- includes contact information for appropriate support services such as Kids Helpline.
- includes information on departmental appeal procedures and the Complaints Handling Policy.
- is promoted and widely available within the school community and published on the school website.
- is reviewed with the school community at least every three years.

School staff have a responsibility to:

- respect and support students.
- model and promote appropriate behaviour.
- have knowledge of school and departmental policies relating to bullying behaviour.
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity.
- behave as responsible digital citizens.
- follow the school Anti-bullying Plan.
- behave as responsible bystanders.
- report incidents of bullying according to The Academy Anti-bullying Plan.

Parents and carers have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour.
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour.
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan.
- report incidents of school related bullying behaviour to the school.
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have the responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community.
- support the school's Anti-bullying Plan through words and actions.
- work collaboratively with the school to resolve incidents of bullying when they occur.

Procedures

- The **Complaints Policy** establishes the standard approach to resolving complaints, including complaints about the way a reported incident of bullying has been managed. It is required that it be used in all learning and working environments of the Academy.

- For matters involving bullying which affect employees, refer to the Work Health and Safety (WHS) Policy.

- The Principal will develop an Anti-Bullying Plan collaboratively with students, school staff, parents, carers, and the community including strategies.

- The Principal will ensure that contact information for **Kids Helpline** is on the school website **(https://kidshelpline.com.au/Kids 1800 55 1800)** as well as contact information for the **police youth liaison officer (YLO) 6883 1599.**

- The Principal will ensure the Anti-Bullying plan is promoted and widely available within the school community and published on any school website.

- The Principal will ensure that the Anti-Bullying Plan is reviewed with the school community at least every three years.

- Any reports of bullying must be made in writing to the Principal and the Principal or the Principal's delegate will investigate within 48 hours of receiving the complaint. This may include interviewing all parties involved. The **Complaints and Grievances Procedure** will be followed.

- The Principal or the Principal's delegate will document the investigation and keep records in the relevant student/employment files.

- The Principal will provide regular updates, within the bounds of privacy legislation, to parents or carers about the management of the incidents.

- The Principal will ensure students and parents know that students who feel they have been a victim of bullying can receive support from **Headspace (5852 1900)** or from **Kids Helpline**.

- The *3.6.2.6 Serious Incidents, Emergencies & Evacuation* policy and procedures contain further information about managing and reporting incidents.

Anti-bullying Plan

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all staff, students, parents, carers and members of the wider community.

This Anti-Bullying Plan has been worked on collaboratively with staff, students and parents. Our school's plan will be presented at staff meetings, parent meetings and P&C meetings.

Our school's Anti-Bullying Plan is promoted through the newsletter and our school website.

Statement of purpose

The Academy accepts that students have a right to learn in a safe and happy environment. Bullying, should it occur, needs to be dealt with swiftly and with due thought to procedural fairness. Bullying and antisocial behaviour is not acceptable at this school under any circumstances.

Students, teachers, parents, carers and members of the wider school community have a shared responsibility to:

- Promote positive relationships that respect, protect and accept individual differences and diversity within the whole school community;

- Prevent bullying through education to embed anti-bullying messages;

- Provide Early Intervention through monitoring of incidents, identifying students at risk; and

- Actively work together to resolve and respond to incidents of bullying behaviours when they occur.

Protection

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve the humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, sexual orientation or gender identity. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflicts or fights between equals and single incidents are not defined as bullying.

Bullying behaviour can be:

- verbal: name calling, teasing, abuse, putdowns, sarcasm, insults, threats;

- physical: hitting, punching, kicking, scratching, tripping, spitting;

- social: ignoring, excluding, ostracising, alienating, making inappropriate gestures;

- psychological: spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of phones or a carriage service;

- Cyber bullying - is an intentional, repeated behaviour by an individual or group to cause distress or undue pressure to others using technology: email, chat room, SMS/texting, social networks, video clips, phone calls.

Prevention

At the Academy, we minimise bullying by implementing the following strategies:

- Embedding Anti-bullying lessons in all key learning areas;
- Organise special days and events, e.g. National Day of Action against Bullying and Violence, Harmony Day, Reconciliation Day;
- Teaching Positive Bystander Behaviour lessons;
- Buddy system between classes to encourage positive relations between students across the grades;
- Monitoring student behaviour in both classroom and playground settings;
- Teaching student resilience by modelling and role playing;
- Dealing with "hotspots" in the playground;
- Reviewing our playground procedures to make sure that they are effective;
- Regular Teacher meetings to discuss pastoral care;
- Professional Learning for staff around bullying and cyberbullying;
- Provide information from the 'Bullying No Way' website in the newsletter to support families;
- Closely monitoring the use of technology and acting upon student or parent reports;
- Students made aware of cyber bullying and its implications during computer lessons or in class;
- Contacting the police and the school Safety and Response Unit where incidents of cyber bullying include possible criminal behaviour;
- Developing an understanding of the role of bystanders.

Early Intervention

At the Academy, we undertake the following programs when students are experiencing difficulties with social relationships :

- Playground and classroom activities that create happiness are introduced during lunch and recess to enhance and promote positive social skills;

- Students who display at risk behaviours are identified and monitored by both classroom and playground teachers;

- Implementation of risk assessments and behaviour management plans;

- Individual conferences with victims, bullies and families as necessary;

Response

At the Academy we undertake the following strategies in response to bullying behaviour:

- Students are to tell a teacher (preferably class or playground teacher) immediately;

- Teachers proactively intervene to prevent/stop bullying;

- Teachers investigate bullying incident with all parties, including bystanders;

- Teachers respond with appropriate combination of interventions;

- Students who continue to bully will be subject to systemic intervention and support, including counselling, time out, long time out, Individual Behaviour Improvement programs, Restorative Conferencing and suspension;

- Students who are bullied are coached on how to deal with bullying and provided with strategies to build resilience and self-esteem.

At the Academy we have clear procedures on reporting incidents of bullying:

- Students and staff are informed of the policies and procedures of the school which includes anti bullying procedures;

- Teachers are trained in anti-bullying procedures;

- The teacher records the incident on the schools welfare system Edumate (ASAP or within 24 hours) identifying name, time, date and incident detail;

- The Principal's Delegate in charge of welfare reviews the incident Report;

- Serious incidents are referred to the Principal by classroom teachers, parents or students for resolution.

Bullying exists at all levels in our society. Addressing bullying and cyber-bullying is a whole school community responsibility.

School staff have a responsibility to:

- Listen to students and be empathetic to reports of possible bullying by respecting and supporting students;

- Model and promote appropriate behaviour;

- Respond in a timely manner to incidents of bullying according to the school's Anti-Bullying Plan.

In addition, teachers have a responsibility to:

- Provide curriculum and pedagogy that support students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity;

- Say No to Bullying and Teasing. Tell the person bullying that you do not like to be treated this way. If you feel unable of uncomfortable in doing this report the incident to the teacher;

- Report the incident to the teacher on duty or the classroom teacher first. The teacher can follow up by passing the information to the Coordinator of Well-Being in Learning if they feel it is necessary;

- Behave as responsible bystanders. Walk away from the bullying situation. If you see, or know of others being bullied, report it to a teacher;

- Be confident that reported incidents will be acted upon by those you reported it to and not to fear any repercussions;

- Report any misuse of technology either in or out of school.

Parents and carers have a responsibility to:

- Be aware of the school's Anti-bullying plan and assist their child in understanding bullying behaviour;

- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan;

- Encourage children to discuss any incident and advise them to report it to staff members;

- Advise the school of suspected incidents of bullying and work collaboratively with the school to resolve incidents of bullying when they occur;

- Support their children to become responsible citizens and to develop responsible online behaviour.

All members of the school community have a responsibility to:

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community.

- Support the school's Anti-bullying Plan through words and actions.

- Work collaboratively with the school to resolve incidents of bullying when they occur.

At the Academy we notify the appropriate external bodies when bullying is of a more serious nature:

- In cases involving assault, threats, intimidation or harassment the School Safety and Response Unit and police are notified;

- Incidents involving Child Protection the school will contact the Child Wellbeing Unit and/or Community Services where appropriate.

At the Academy we will identify patterns of bullying behaviour by the following data analysis:

- Incident Reports will be reviewed - nature, number and location

- Edumate data will be reviewed at the conclusion of each term

- Parent complaints about student bullying

- Student feedback

- Staff feedback

- Monitoring of student attendance issues that are linked to bullying behaviour

The school will promote and publicise this Anti-bullying Plan at the annual Parent Teacher meetings and it will be available to the wider school community on the school Parent Portal.

The school will monitor and evaluate the effectiveness of this Anti-bullying Plan at the end of each school semester.

Additional Information

Bullying No Way! Safe Australian Schools Together https://bullyingnoway.gov.au/

Office of Children's eSafety Commissioner - https://www.esafety.gov.au/