



# ALBANY SENIOR HIGH SCHOOL

## PREVENTING BULLYING & HARASSMENT POLICY AND PROCEDURES

ENDORSED 6 DECEMBER 2017

VERSION 1.1



# Preventing Bullying and Harassment

## Policy

We at Albany Senior High School have no tolerance to any form of bullying or harassment.

## Definition

**Bullying is when an individual or group misuses a position of 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.<sup>1</sup>**

**Bullying is not: Mutual conflict or single episodes of nastiness or random acts of aggression.**

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 low level 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 will be managed through the school's behaviour management 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.

The terms 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to bullying incidents. More appropriate terms to use may include 'bullied students', 'students who are bullied', 'students who bully' 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.

For information about online safety: [www.cybersmart.gov.au](http://www.cybersmart.gov.au)

For information about bullying: [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au) [www.bullying.com.au](http://www.bullying.com.au)

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<sup>1</sup> *Behaviour Management in Schools* policy, Department of Education  
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## Recommended Response of Students Being Bullied

- Don't be afraid to talk to your parents, teachers, year co-ordinator and friends about the situation. If something is making you feel uncomfortable it is not "dobbing" if you tell someone.
- Try to ignore the bullying. If you show that you are not concerned, the bully may stop.
- **Try not to retaliate** by becoming a physical or verbal bully yourself.
- Avoid the person who is bullying you.
- **Be assertive and tell the person to stop.** If they choose to continue, you should report the situation.
- If the person is bullying online, block them and avoid contact. Give any screenshots of threats or comments to a responsible adult and do not forward them on to other students.
- Talk with your parents or guardians about the issues
- Talk to a Year Co-ordinator, Program Coordinator, Chaplain or other trusted adult
- **Report the issue** to Student Services
- Don't allow the bully to continue the behaviour and care enough for the student who is/has been bullied to assist.

*"You have the right to feel happy and secure at school so don't accept the situation and do seek help. Albany Senior High School takes bullying seriously."*

## Recommended Response of Bystanders

- Intervene and remind the bully that such behaviour is not acceptable. Don't be a bystander and do nothing.
- Report the incident to a staff member. You may need to establish you want privacy and confidentiality.
- Provide support and friendship to the student who is/has been bullied. Make suggestions about handling the situation and encourage the student who is/has been bullied to seek help.
- Show care and respect for others inside and outside the classroom. Make a special effort towards a student who may feel lonely or who is experiencing a difficult time.

## Recommended Response of Parents, Guardians and family members

- Be aware of your own responses and act in a calm, supportive and caring manner and suggest ways your child can obtain help at school.
- Support your child to report it to a staff member if you suspect your child is being bullied.
- Keep in mind there may be other factors related to the situation. Remember there are two sides to every story and all facts need to be investigated.
- Do not approach or speak to the children bullying or their parents. This may make the situation worse.
- Avoid posting about the issues online in a public forum.
- Encourage your child to block any online contact that you feel bullies them, and monitor their social media activity.
- Support and trust the School in dealing with the issues, as a student's welfare is a Parent – School partnership.

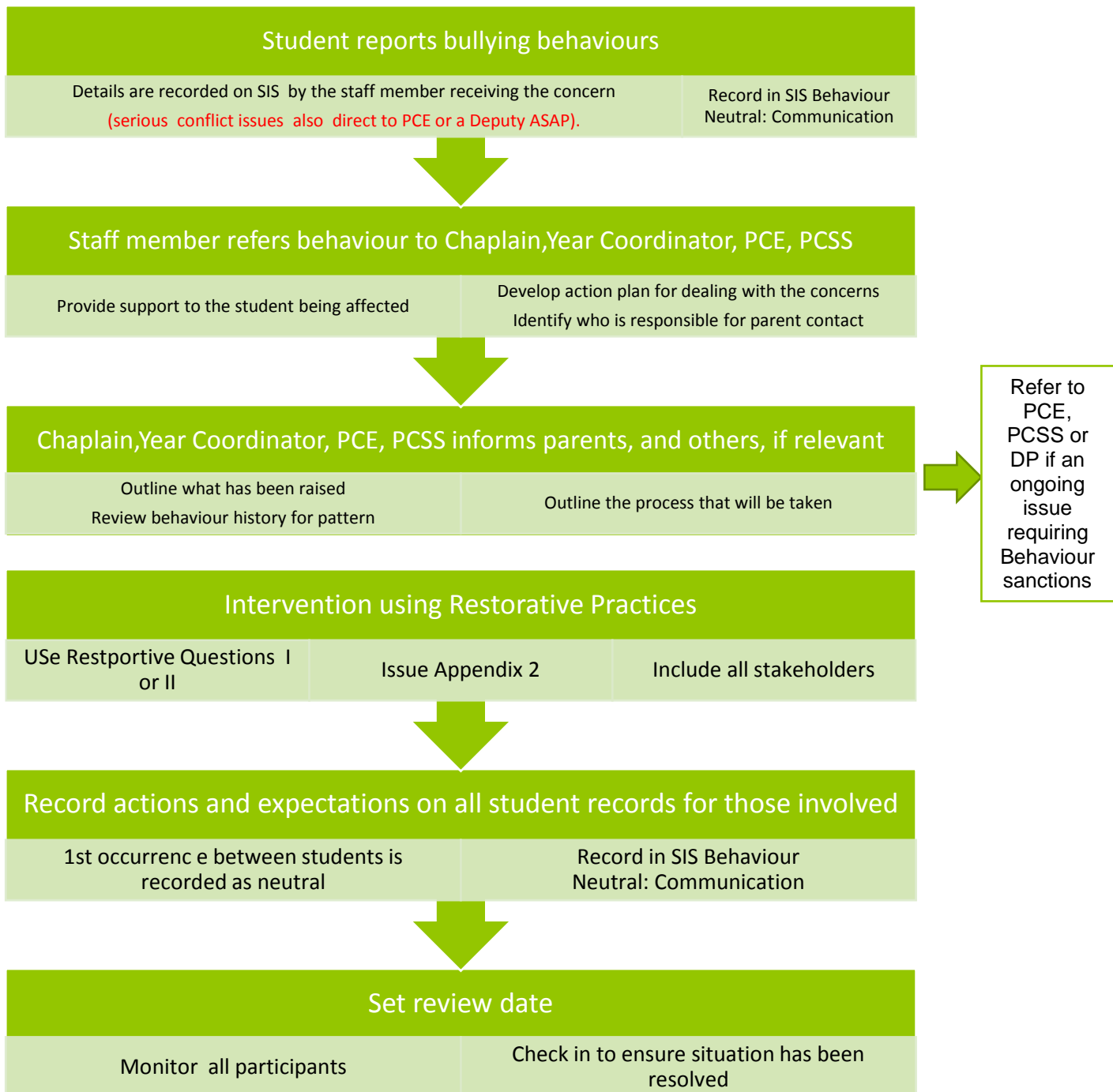
## PROCESS

### Recommended Response of Teachers

The following elements are recommended by all staff with regard to bullying and harassment behaviours.

- Ω Act on all observed or reported incidents of bullying.
- Ω Reinforce regularly the expectations ASHS has towards bullying.
- Ω Provide Pastoral Care to all students involved in bullying behaviours.
- Ω Support all students who are/have been bullied.

Bullying incidents can vary in their form and severity. At times those who bully or harass are also in need of help. Therefore, if an incident of bullying is reported the response may include any or all of the following:



## APPENDIX1: Advice to Parents

- Ω Show interest in what your child does at the School and how they are feeling. Take time in each day to talk with your child.
- Ω Foster a positive home environment which models good listening skills and accepts and tolerates the differences in others.
- Ω Encourage your child's self-esteem by valuing who they are and reinforcing their positive qualities.
- Ω Openly discuss School issues with your child and the School expectations about behaviour.
- Ω Be aware of and monitor your child's internet social network.
- Ω explain to your child what distinguishes bullying from confrontation or insults
- Ω Watch for signs of bullying: - Reluctance to attend school. Complaints of headaches or stomach aches. Mood Swings. Withdrawal from social activities with peers. Refusal to say what is wrong. Decrease in school performance. Signs of distress.

If your child reports being bullied, treat the concern seriously and assist them to report to Student Services, their Year Coordinator or a Deputy Principal.

## APPENDIX 2: Restorative Questions 1 and 2

| <b>Restorative Questions 1</b>   | <b>Restorative Questions 2</b>  |
|--|---|
| <b>When things go wrong</b> <ul style="list-style-type: none"><li>• What happened?</li><li>• What were you thinking at the time?</li><li>• What have you thought about since?</li><li>• Who has been affected by what you have done? In what way?</li><li>• What do you think you need to do to make things right?</li></ul> | <b>When someone has been hurt</b> <ul style="list-style-type: none"><li>• What did you think when you realised what had happened?</li><li>• What impact has this incident had on you and others?</li><li>• What has been the hardest thing for you?</li><li>• What do you think needs to happen to make things right?</li></ul> |

Student: \_\_\_\_\_ Year: \_\_\_\_\_

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**Bullying of any form or for any reason can have long-term negative impacts on everyone involved, including bystanders.**

#### Future behaviours that will be recognised as bullying:

- Treating the person in any way differently to others in the class.
- Speaking to the person in a threatening way.
- Whispering, talking behind someone's back, passing notes, gossiping about the person in a negative way.
- Physical threats or any physical contact eg bumps in the corridor.
- Standing by while bullying is occurring and not intervening to stop it.
- Enlisting others to continue bullying.
- Crowding or isolating the other student so that they feel intimidated or scared

#### If another bullying or harassment situation arises, all participants will act using a three stage process:

**Stage 1:** Stop it! This means the person who is pushing, calling names, telling false stories and any other form of bullying will have the opportunity to "bow – out".

**Stage 2:** "Do you want to take this further" and/ or "We have a contract". Remind them of consequences and taking personal responsibility. This means the person has not heeded the warning and is taking it further. They have now been warned that if they continue, their name will be passed to a teacher/ deputy etc.

**Stage 3:** The person being bullied walks away and either tells a teacher/ deputy etc direct or goes home and gets a parent to notify the school. This breaks the MOU. Consequences will therefore follow.

*The students understand that if they fail to follow this agreement they will have chosen escalation that may include suspension, school psychologist and/or police involvement as necessary.*

Review date: \_\_\_\_\_ Staff Member: \_\_\_\_\_