



RATIONALE

Everybody has the right to feel safe at school at all times, therefore bullying will not be tolerated. Students, parents and staff need to work together to ensure that Darling Range Sports College is a safe and supportive environment for all.

At Darling Range Sports College, staff, parents and students are committed to treating each other with care and respect and accepting individual differences.

WHOLE SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES IN RELATION TO BULLYING

Students, parents, caregivers, staff and the wider community have the right to feel safe and supported at school. For this to occur, all school community members have a responsibility to prevent and respond to reports and observations of bullying.

RIGHT AND RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS

MEMBERS RIGHTS RESPONSIBILITIES

All students, parents, teachers and wider school community:

- Are safe and supported in the school environment
- Are treated with respect
- Establish positive relationships and
- Respect and accept individual differences

Administrators:

- Are supported in developing and implementing the school's plan to prevent and effectively manage bullying
- Provide leadership in resourcing the school's prevention and effective management of bullying
- Implement the school plan
- Ensure parents are informed of the school plan and
- Support staff to implement the school's plan

Staff:

- Feel safe and supported in the workplace
- Access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention
- Are informed of the school's plan on bullying
- Are treated with respect in the workplace
- Have access to professional learning in preventing and effectively managing bullying
- Promote and model positive relationships
- Participate in implementing the school plan to counter bullying
- Identify and respond to bullying incidents
- Teach students how to treat others with care and respect
- Teach students how to respond effectively to bullying
- Promote social problem solving with students and
- Respect and accept individual differences

Students:

- Access to curriculum that supports the building of resiliency
- Are informed of the school's plan on bullying and if involved, are provided with the support to stop bullying
- Treat others with care and respect and
- Identify and respond effectively to bullying

Parents

- Expect children to be safe and provided with a supportive school environment and treated with respect
- Are provided with access to information on the prevention and Response strategies related to bullying
- Support and encourage children to treat others with respect and act in accordance with the school plan if they observe bullying
- Encourage children to report bullying incidents and
- Are aware of school plans and support school effectively in managing bullying

Wider community including other professionals

- Strategic inclusion in prevention and bullying incident management
- Provide support and input into the school's approach to preventing and managing bullying.

COMMON UNDERSTANDINGS ABOUT BULLYING

DEFINITION OF BULLYING

Bullying is when an individual or group mis-uses 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.

TYPES OF BULLYING

Bullying takes many forms and can include:

Verbal Bullying

The repeated use of words to hurt or humiliate an individual or group. Verbal bullying includes using put-downs, insulting language, name calling, swearing, nasty notes and homophobic, racist or sexist comments.

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 from their social connections, 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.

Cyber Bullying

Involves the use of information and communication technologies such as e-mail, 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 Bullying

Bullying also involves the concept of "bystanders". A bystander may be someone who sees bullying or may know about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the whole school community at Darling Range Sports College need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school community can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

POSSIBLE SIGNS OF BULLYING

- Reluctance to attend school and/or certain classes
- Hanging around after school or between classes
- Constant use of library, group and/or art room during lunches
- Decline in work standards
- Onset of problematic behaviour
- Outbursts of temper
- Social withdrawal
- Psychosomatic complaints (headaches, stomach aches)
- Negative body language
- Mood swings (irritable, withdrawn, tired, outbursts of crying)
- Sleep disturbance
- Depression
- Damaged clothes or books
- Attempted suicide/ self-harm
- Nightmares
- Unexplained cuts or bruises
- Personality changes
- Possessions gone missing
- Asking for more money or beginning to steal money
- Refusal to say what's wrong

Any unexplained changes in behaviour are possible warning signs of bullying and should be closely monitored.

TERMINOLOGY

The Department of Education and Training promotes the affirmative language that supports the values of the Curriculum Framework. The term "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", "victimised students", "students who bully". Students who engage in bullying behaviour are separated from the students who are bullied. This allows the behaviours to be addressed in a manner that remains respectful of the individuals.

SCHOOL STRATEGIES TO PREVENT AND MANAGE BULLYING

WHOLE-SCHOOL PREVENTION STRATEGIES

The prevention of bullying is the responsibility of every member within the Darling Range Sports College community.

Teachers

- Positive role modelling
- Have clear expectations
- Be willing to listen to students
- Model courtesy, cooperation, leadership and self-control in the classroom
- Have appropriate classroom management strategies – bullied students report that they prefer environments where the teacher has better control and consequences are consistently applied.
- Arrange thoughtful seating plans that minimise potential conflict
- Develop positive relationships with students
- Be perceptive. Try to notice deterioration of relationships between students
- Encourage students to report bullying behaviour
- Be on time to classes – unsupervised students lining up are more likely to behave inappropriately
- Discuss and reinforce the College policy regularly and explain bullying behaviours
- Design activities and learning experiences that promote cooperation

Yard Duty and Bus Duty staff

- Arrive at duty areas on time and wear “yellow” visible vest provided
- Be a visible presence in the duty area
- Show an interest in what the students are doing – get to know the students in your area

Student Services Team (Year Coordinators, Chaplain, School Nurse, AIEO, School Psychologist)

- Listen to and support students
- Work with students on appropriate programs such as anger management and assertiveness training
- Refer students to appropriate support staff when necessary
- Maintain documentation on all incidents

Sub School Managers

- Work in conjunction with support staff where necessary
- Refer students to appropriate support staff if necessary
- Work with students involved in physical and/or prolonged bullying incidences using restorative mediation, conflict resolution approaches and/or suspension
- Liaise with parents who have concerns with bullying
- Meet with students and parents following suspension from bullying
- Maintain documentation on all incidents

Administration

- Deal with the most serious cases of bullying, especially those involving physical violence and which cannot be resolved by support staff (via school BMIS Policy, District Office support, Police etc.)
- Actively promote measures to reduce bullying in the school
- Maintain documentation on all incidents
- Disseminate information regarding countering bullying to staff
- Provide professional learning for staff and parents on identifying the signs of a student being bullied, addressing bullying prevention and management
- Collaborate with parents and the wider community on bullying

TARGETED EARLY INTERVENTION STRATEGIES

Teachers

- Teachers will refer identified students to the appropriate sub-school
- Avoid taking sides in student disputes
- Offer and assist students to complete a bullying incident form

Student Services/ Sub School Managers

- Actively provide other options for individual students experiencing unsafe areas or times at the school
- Identify groups of students and year groups who are either engaging in bullying behaviours or who are being bullied (or both) that require targeted programs
- Assist in repairing and rebuilding trust and relationships between identified students and others
- Provide students at risk of being targeted or those who demonstrate bullying behaviour with access to appropriate support staff
- Develop effective bystander behaviour through the curriculum