

Kerang Technical High School



Anti-Bullying Policy Staff Handbook

The
Policy
is only as
GOOD
as the
PRACTICE

Rationale

All members of the school community have the right to work in a safe and caring environment, free from ALL forms of harassment and bullying. Harassment and bullying seriously affects the welfare and educational development of individuals. Kerang THS is committed to eliminating all types of harassment and bullying.

Guiding Principles

- This policy is based on the principle of respect for each other. People have the right to feel safe at all times. No person (student, parent, teacher, volunteer worker) has the right to bully or harass others.
- All complaints of harassment and bullying should be treated seriously and dealt with in an appropriate manner as quickly as possible.
- Students, teachers and parents have a vital role to play in eliminating harassment and bullying from the school.
- All staff and students should be aware of the need to conduct themselves in such a manner to present a positive role model to the school community at all times.
- The welfare and protection of persons being harassed or bullied is of utmost importance. Persons who have been harassed or bullied have available ongoing support and counselling.

What is Bullying?

Bullying is any written, verbal, phone call, e-mail, visual material or physical conduct which is unwelcome and/or offensive. It is often hurtful and frightening. It is also ongoing.

Types of bullying may include, but is not restricted to the following:-

- being called hurtful names, teasing, spreading rumours;
- Written material eg. hurtful notes, drawing, e-mail, diary writings;
- Being left out of things on purpose;
- Being threatened;
- Physical violence eg. Punching, hitting, kicking, spitting etc;
- Sex-based harassment;
- False accusations of harassment and bullying are themselves a form of harassment and will be dealt with as such;
- Constant put downs, belittling others' abilities and achievements;
- Interfering with another's property by stealing, hiding, damaging or destroying it;
- Make degrading comments about another's culture, religious or social background;
- Educational bullying.

Bullying is not.....

Mutual conflict: where there is an argument or a disagreement between both students but not an imbalance of power. Both parties are upset and usually want a resolution to the problem.

Social rejection or dislike: unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single once off acts of nastiness or meanness, or random acts of aggression or intimidation: Single episodes of nastiness or physical aggression are not the same as bullying. If a student is being verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying. Despite this the school assist both the students and the aggressor to resolve these situations.

REMEMBER:

HEAR SOMETHING

SAY SOMETHING

SEE SOMETHING

DO SOMETHING

then

DOCUMENT IT!

Procedures for staff...

All staff are required to deal with incidents of bullying – whether it be in their class or in the yard. It is important in the development of the school ethos that all staff members have a role in the prevention of bullying. Students should be referred on to the Year Level Coordinator, Student Welfare Coordinator or Assistant Principal when there are repeated offences or when the incident is of a serious nature.

- Step 1: Student can report an incident to any teacher or trusted adult.
- Step 2: Teacher should investigate the complaint and document the incident onto the Bullying Incident Report Proforma. The welfare of the person who has been bullied or harassed must be of prime importance throughout these procedures.
- Step 3: Teachers should meet with the bully and discuss their behaviour with them. Teachers should counsel the offending students with the aim of assisting them to recognise that their behaviour is a form of bullying or harassment with hurtful consequences. Appropriate disciplinary consequences as per the Student Code of Conduct should be implemented if appropriate.
- Step 4: Teacher to discuss with the person who was bullied or harassed how the incident has been dealt with and to emphasise the need to report any reprisals should they occur. Where appropriate arrange additional support for the bullied student. (refer to YLC or SWC)
- Step 5: Teacher provides copy of Bullying Incident Proforma to the Year Level Coordinator. Year Level Coordinator is responsible for recording names and offences and filing Reports.
- Step 6: If the bully is a re-offending student, he or she is to be referred to the Year Level Coordinator, Student Welfare Coordinator or Chaplain. Longer term counselling and commitment forms need to be completed (proforma). Copies of any forms are to be placed on the student's individual file.
- Step 7: If the agreement is broken, parents will be requested to attend a conference with the Year Level Coordinator, Student Welfare Coordinator or Chaplain, Assistant Principal or Principal.
- Step 8: If the student fails to modify his or her behaviour and continues to break their agreement, then appropriate sanctions/consequences will be implemented as per the Student Code of Conduct.

It is important that all steps, meetings, conversations, phone calls, agreements are documented throughout the process and retained on the student's individual file.


Anti-Bullying Policy Procedure – chart for all staff

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion. For more information go to <http://www.education.vic.gov.au/healthwellbeing/safety/bullying/what.htm>


All staff should be prepared to deal with incidents of bullying – whether it be in their class or on yard duty. It is important in the development of the school ethos that all staff members have a role in the prevention of bullying. Students should be referred on to the House Co-ordinator or Student Welfare Co-ordinator or the Assistant Principal only when there have been repeated offences or when the incident is extremely serious.

TEACHERS ACTION AND RESPONSE


Student reports incident of bullying to teachers or trusted adult or may have filled in a Bullying Complaints Form



Teacher investigates complaint




Teacher records incident on proforma attached or hard copy located in pigeon hole in staffroom
 The welfare of the student being harassed or bullied must be the prime importance throughout these procedures




Teacher meets with bully to discuss their behaviour
 The discussion should:

- Take place privately with time for discussion
- Aim to assist the student(s) to recognise that their behaviour is a form of bullying or harassment with hurtful consequences
- If appropriate apply disciplinary consequence as per the *Student Code of Conduct* e.g. verbal reprimand, apology (verbal or written), time out, removal of privilege, restricted access to yard and locker etc




Teacher to discuss with student who has been harassed or bullied
 This discussion should:

- How the incident was dealt with
- Emphasise the importance of immediately reporting any reprisals
- You may need to provide ongoing support for the bullied students(s)
- It may be necessary to request Year Level Coordinators to contact parents



Record of bullying sheet provided to House Co-ordinators

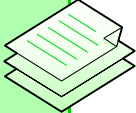


- RP QUESTIONS**
- What happened?
 - Who was there?
 - What lead to the incident(s)?
 - What did you think when you realised what happened?
 - What were you thinking at the time?
 - What impact has this incident had on you (and others)?
 - What do you think need to happen to make things right?


- RP QUESTIONS**
- What happened?
 - What were you thinking at the time?
 - What have you thought about since?
 - Who has been affected? In what way?
 - What do you think you need to do to make things right?

SCHOOLS ACTION AND RESPONSE

Reoffending student refer to Year Level Co-ordinator of Student Welfare Co-ordinator/Chaplain
 Longer term counselling and commitment forms to be completed (see attached proforma). A copy of these forms are to be placed in student's individual files, after House Co-ordinators have contacted parents



Agreement broken by student
 Parents are requested to attend a conference with the Student Welfare Co-ordinator or Chaplain, Year Level Co-ordinator and either the Principal or Assistant Principal



Students failure to modify his/her behaviour or continues to break the agreement
 Appropriate sanctions/consequences as per the *Student Code of Conduct* will be implemented. These may include school suspension, suspension or expulsion. The student should be counselled throughout these steps to assist in the modification of behaviour

