

WAGIN DISTRICT HIGH SCHOOL



BULLYING POLICY

PREVENTING AND MANAGING BULLYING

To be read in conjunction with the Wagin District High School Behaviour Management Policy

Rationale

Wagin District High School *expects all members of the school community to treat each other with respect. We treat bullying as a serious issue.*

All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

Definitions

Bullying is when an individual or group misuses 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.¹

Bullying takes many forms and can include:

- **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.
- **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:** A bystander may be someone who sees bullying or knows 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 Wagin DHS 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.

Whole School Rights and Responsibilities of School Community Members

Students, staff, parents, caregivers and the wider community have the right to a safe and supportive learning environment in schools. For this to occur all school community members have a responsibility to prevent and respond to reports and observations of bullying.

¹ *Behaviour Management in Schools* policy, Department of Education

Rights and Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community	<ul style="list-style-type: none"> • are safe and supported in the school environment • are included • are treated with respect 	<ul style="list-style-type: none"> • participate and contribute to school positive behaviour programs • build positive relationships • demonstrate respect and tolerance towards others
School leadership	<ul style="list-style-type: none"> • is supported in developing the school's plan to prevent and effectively manage bullying • is supported in implementing the strategies and programs under the school's plan 	<ul style="list-style-type: none"> • provides leadership in resourcing the school's plan • ensures the school community is informed of the plan • implements the plan • supports staff to implement the strategies and programs under the plan
Staff	<ul style="list-style-type: none"> • feel safe and supported in the workplace • are informed of the school's plan on bullying • have access to professional learning in preventing and effectively managing bullying • have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/emotional learning) 	<ul style="list-style-type: none"> • promote and model positive relationships • participate in developing the school plan • identify and respond to bullying incidents • deliver the strategies and programs to students in responding to bullying effectively • promote effective bystander behaviour • promote social problem-solving • use appropriate terminology when referring to bullying and the students involved
Students	<ul style="list-style-type: none"> • have access to curriculum that supports the building of resiliency and social skills • are informed of the school's plan on bullying • are provided with supports to stop bullying 	<ul style="list-style-type: none"> • understand and value the concepts of inclusion and tolerance • identify and respond effectively to bullying • are aware of themselves as bystanders • seek help for themselves and others as needed
Parents	<ul style="list-style-type: none"> • are treated with respect • are confident their children are provided with a safe and supportive school environment • are provided with access to information on the prevention and management of bullying • are informed of the school's plan and opportunities to participate 	<ul style="list-style-type: none"> • support and encourage children to treat others with respect and tolerance • act in accordance with the school plan if they observe/ know about bullying • encourage children to report bullying incidents • work effectively with the school in responding to bullying
Wider community: including other professionals	<ul style="list-style-type: none"> • are strategically included in prevention and bullying management 	<ul style="list-style-type: none"> • provide support and input into the school's approach to preventing and managing bullying

Common Understandings About Bullying

Terminology

The Department of Education and Training promotes the use of affirmative language that supports the values of the *Curriculum Framework*. 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”, “victimised students”, “students who bully”, “students who engage in bullying behaviour” and “students who bully others”. This will ensure that the unacceptable behaviours are separated from the students involved. This allows the behaviours to be addressed in a manner that remains respectful of the individuals.

SCHOOL STRATEGIES TO PREVENT AND MANAGE BULLYING

Wagin District High School uses a diverse range of school strategies to prevent and manage bullying. The following strategies are used to guide the approach to:

- whole-school prevention,
- targeted early intervention, and
- intervention for bullying incidents.

Whole-School Prevention Strategies

Wagin District High School implements whole school structures, strategies and programs to facilitate acceptable standards of behaviour. They include the following:

- implementation of a range of programs to raise awareness of and responses to bullying. These programs include the Positive Behaviour Program, EMUS, CHAT and Protective Behaviours.
- increasing awareness of bullying in the school community through curriculum and parent communications;
- having a whole school plan that addresses bullying;
- whole school behaviour matrix has been developed and is displayed and referred to in every classroom and school office;
- promoting a positive school ethos that encourages open communication between staff, students and parents;
- consistently using behaviour management methods that encourage empathy, problem solving and positive action;
- mobilising the peer group to respond effectively to bullying behaviour and to support students who have been bullied;
- addressing bullying and social skill development within the curriculum;
- enhancing the playground environment and supervision e.g. increased equipment in the playground, fluoro jackets to emphasise whereabouts of staff on duty and admin monitoring in the playground to increase numbers of staff.
- staff PD and classroom implementation of Cooperative Learning;
- school PBS program and associated reward systems for positive reinforcement

Targeted Early Intervention Strategies

Wagin District High School identifies and responds to bullying behaviours early. Early intervention and effective responses used to reduce the associated risks and potential long term harms include:

- using whole school behaviour management strategy methods for identified students eg friendly reminders of appropriate cooperative behaviours;

- identifying cohorts of students and year groups who are either engaging in bullying behaviours or who are being bullied (or both) that require targeted programs;
- referring identified students to appropriate specialist support staff;
- assisting in repairing and rebuilding trust and relationships between identified students and others;
- proactive teaching of pro-social behaviour to identified students;
- providing students at risk of being targeted or those who demonstrate bullying behaviour with access to specialist/pastoral care staff;
- actively providing other options for individual students experiencing unsafe areas or times at the school;
- setting up buddy systems for vulnerable students; and
- the development of effective bystander behaviour through the curriculum.

Intervention for Bullying Incidents

Wagin District High School provide procedures for responding to incidents of bullying including:

- staff managing bullying situations as they occur;
- incidents of bullying and interventions will be recorded;
- intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem solving are used for responding to bullying incidents;
- bullied students will be provided with supports to promote recovery and resilience;
- small group and individual conferences;
- case management of students involved in persistent bullying will be implemented; and
- the *Method of Shared Concern* or *Restorative Justice* approach will be used.