



# Cairns State High School

## Anti-Bullying Policy

---

### Introduction

This policy is part of the behaviour management policy but addresses specifically the issues of bullying and harassment. The aim at Cairns State High School is to create a supportive school environment in which students feel safe.

Our policy includes a proactive approach which empowers students to think about their actions and help students to make positive life choices in areas such as drugs and alcohol, sexual health and bullying and harassment.

Reflective thinking is a key part of the bullying management strategy at Cairns State High School. Students are challenged to reflect on their positive and negative behaviour through a series of questions comparing published rules with an individual's behaviour. They learn how to be responsible for themselves.

Significant parts of our approach include:

- The use of a questioning process which assists students to develop an understanding of why they engage in behaviours which disrupt learning or impact on other student's welfare.
- Assisting the student in reorganising their thinking so that they are able to act pro-socially.
- Teaching students to recognise that learning to cooperate with others, respecting the rights of others and making effective plans to achieve those goals are social skills at the core of responsible thinking.
- Recognition that students having problems with behaviour should be treated in the same way as those having difficulty with curriculum content.

The following Anti-Bullying policy applies to all members of the school community which includes students, teaching and non-teaching staff, parents/caregivers and visitors to the school.

### What is Bullying?

*Bullying is a systematic and **repeated** abuse of power. In general bullying is for the purpose of dominating or hurting someone and involves unfair action by the perpetrator(s) and an **imbalance of power** occurs when the target cannot provide an adequate defence and feels oppressed and humiliated.*

*Bullying is when someone (or a group of people) with more power than you repeatedly and intentionally uses negative words and/or actions against you, which causes you distress and risks your wellbeing.*

Bullying can take many forms. The *National Centre Against Bullying* identifies five types of bullying:

1. **Physical bullying:** This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. **Verbal bullying:** Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse. This is the most common form of bullying.
3. **Social (covert) bullying:** Indirect actions, such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.
4. **Psychological bullying:** For example, threatening, manipulating or stalking someone.
5. **Cyber bullying:** This is a method of bullying using technology, such as email, mobile phones, chat rooms and social networking sites to bully verbally, socially or psychologically.

What is not bullying?

It is important to be clear which behaviours are NOT bullying. The *National Centre Against Bullying* acknowledges that while the following behaviours are often upsetting to those involved, they do NOT constitute bullying:

- social bantering with minor insults and jokes
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying because they do not involve deliberate and repeated harm and a power imbalance, they need to be addressed in the same way as other inappropriate student behaviours.

#### ***School Responsibilities with regards to Bullying***

- Promote a positive school culture where bullying is not tolerated and cannot flourish
- Provide access to the Anti-Bullying Policy and School Responsible Behaviour Plan to all members of the school community via student diary, school website, hard copies (available on request)
- Clarify roles of school staff including Form Teachers, Year Level Coordinators, Subject Teachers and Heads of Department, School Support Staff including Guidance Officer, Chaplain, School Nurse, School Based Police Officer, Youth Support Coordinator, Community Education Counsellor and Attendance and Engagement Officer
- Program specific activities in subject classes, across year levels and for the whole school community which promote values associated with anti-bullying
- Provide support and guidance to targets of bullying
- Provide intervention with individuals who bully others

#### **School Response to Cyberbullying**



Students are asked to consider the following questions:

- Are you currently receiving text messages, emails, msn messages, or reading blogs about you that were menacing, harassing or caused offence to you?
- Do you have a print out of the messages?
- Has this happened more than once?
- Do you know EXACTLY who this person is, and know where they go to school?
- Would you like these messages to stop?

If the answer is yes to each of these questions then students are asked to see their Year Level Deputy Principal.

### **Tips to manage Cyberbullying**

- Tell the Year Level Deputy Principal about the Cyberbullying.
- Ignore or block the Cyberbully.
- Printout and save messages and record the dates and times you got the messages.
- Use the report function within the App.
- Review your privacy settings.

### **Teacher Responsibilities with regards to Bullying**

- Model anti-bullying attitudes and behaviour.
- Encourage the teaching of tolerance, respect and valuing of difference and diversity through Key Learning Areas and Pastoral Care program
- Listen to and respond to reports of bullying.
- Provide support and refer as needed.
- Implement the school code of conduct and anti-bullying policy.

### **Student Responsibilities with regards to Bullying**

- Show respect for all members of the school community.
- Become an active bystander and support targets of bullying by:
  - speaking up and letting the person doing the bullying know that what they are doing is bullying
  - refuse to join in with the bullying and walk away
  - help the student who is being bullied to ask for help
  - Encourage appropriate and modified behaviour of the bully if they are your friend
- Attempt to resolve bullying by being direct and assertive.
- Understand the roles of people involved in bullying:
  - **Target:** The student who is the target of anti-social behaviour. They can be passive or provocative.
  - **Ring Leader:** students who through their social power can direct bullying activity.
  - **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
  - **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
  - **Outsiders/Bystanders:** students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
  - **Defenders:** students who try to intervene to stop the bullying or comfort students who experience bullying.
- Record evidence and report bullying.

### **Parent Responsibilities with regards to Bullying**

- Support the values of tolerance and respect in the home.
- Encourage children to exercise these values in all contexts including at school.
- Monitor your child and note changes in:
  - loss of confidence, fearfulness or anxiety
  - changes in eating or sleeping habits
  - health problems, vague headaches or stomach aches
  - unhappiness, tearfulness or mood swings, sudden temper tantrums
  - reluctance to go to school, changes in academic performance
  - lack of friends
  - missing belongings or torn clothing
  - sudden changes in communication patterns
- Encourage their child to record evidence of bullying and report it.
- Provide support and encourage their child to seek help.
- Work with the school to resolve bullying issues.

<b>Cairns State High School - Response to Bullying</b>			
School Responses	Teacher Responses	Student Responses	Parent Responses
<p>Provide a range of curriculum materials across the HRE program to promote respect, resilience and an anti-bullying culture.</p> <p>Review anti-bullying policy and procedures in response to need and feedback.</p> <p>Provide support to members of the school community who have been bullied.</p> <p>Work collaboratively with parents to respond to specific incidents of serious bullying.</p>	<p>Teachers will make professional judgements and respond to bullying behaviours in line with this procedure.</p> <p><b>Step 1: The Bullying Test</b> The teacher asks does the incident involve:</p> <ul style="list-style-type: none"> <li>○teasing or aggressive words or actions;</li> <li>○which are unprovoked;</li> <li>○are intended to hurt, harm or frighten;</li> <li>○and are repeated acts.</li> </ul> <p><b>Step 2: The Level Test</b> - What level of seriousness is the bullying incident? (high/low)</p> <p><b>Step 3: The Response</b> <i>Manage the incident by engaging in Reflective Thinking.</i></p> <p><i>Referral to Year Level Coordinator.</i></p> <p><i>Referral to Deputy Principal.</i></p>	<p>If you are the Target of Bullying <b>YOU</b> need to:</p> <ul style="list-style-type: none"> <li>○tell the bully to stop;</li> <li>○record evidence of bullying;</li> <li>○report the issue to a teacher;</li> <li>○complete the bully incident report and give it to the teacher</li> </ul> <p>If you know someone who is the Target of bullying <b>YOU</b> need to:</p> <ul style="list-style-type: none"> <li>○care enough to do something by becoming an active bystander;</li> <li>○support the target of bullying;</li> <li>○complete the bully incident report.</li> </ul>	<p>If your child is the Target of bullying you need to:</p> <ul style="list-style-type: none"> <li>○ support the school policy on bullying.</li> <li>○ work with the school to support your child;</li> </ul> <p>If your child bullies another student you need to:</p> <ul style="list-style-type: none"> <li>○ tell them it is wrong and to stop;</li> <li>○ make it clear you will not tolerate this behaviour;</li> <li>○ increase supervision of your child's activities;</li> <li>○ co-operate with the school in modifying your child's behaviour;</li> <li>○ model appropriate behaviour at home;</li> <li>○ know that the profile of bullies includes higher incidence of criminal convictions.</li> </ul> <p>If your child sees another child bullied by another student you need to tell them:</p> <ul style="list-style-type: none"> <li>○ it is wrong and not to support the bully;</li> <li>○ to support a person who is bullied;</li> <li>○ to become an active bystander;</li> <li>○ to report it.</li> </ul>

## **School Anti-Bullying Procedures**

Teachers will respond to all reports of bullying. Different responses may be appropriate depending on the nature and degree of bullying. The bullying test will be used initially to determine if the incident is primarily bullying and then the bullying level to determine course of action.

### **Step 1: The Bullying Test - teacher asks does the incident involve:**

- ✓ Repeated behaviour?
- ✓ Causes harm or intended to hurt?
- and
- ✓ There is an imbalance of power?

If the answer is **YES** to each of the above, then it is **bullying**.

**Step 2: The Level Test** - What level of seriousness is the bullying incident (high/low)? Teachers will decide if the incident is a low or high level incident using the following guidelines.

#### **Low level**

- Target is not typically teased or harassed and/or
- Bully is not a repeat offender and/or
- Bullying behaviour appears less harmful.

#### **High level**

- The target is often harassed and/or
- They bully often engages in such behaviour and/or
- Bullying behaviour is causing significant distress or harm.

### **Step 3: The Response**

If the incident is low level the teacher will:

**Spell it out** - what this behaviour is (bullying) and what's wrong with it.

**Signal** - what will happen next time (i.e.: indicate consequences)

**Support** - the bullied student by engaging in Reflective Thinking with the bully and support the target of bullying.

**Record** – complete a **One School** report

If the incident is high level the teacher will:

**Report** - complete a One School incident report.

**Refer** - bully and/or target to the Year Level Coordinator for follow up.

## What do you do if you are bullied?

Bullying Behaviour	What should you do if this is happening?	Possible Consequences
<b>Level 1:</b> Low level (including Cyber Bullying) bullying.	<ul style="list-style-type: none"> <li>• Complete the Bullying Test</li> <li>• Tell the people who are bullying you that you don't like it and to stop.</li> <li>• If you see an act of bullying tell the people to stop</li> </ul>	<ul style="list-style-type: none"> <li>• Person stops bullying behaviour.</li> </ul>
<b>Level 2:</b> Low level bullying that makes you feel uncomfortable or angry (including Cyber Bullying).	<ul style="list-style-type: none"> <li>• Complete the Bullying Test</li> <li>• Tell the people bullying you to stop. If it continues, tell them again in the company of a friend or senior student to stop.</li> <li>• Record evidence of bullying – where, when, who, what.</li> <li>• Complete a bullying report form and report the incident to a teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Incident is officially recorded. This may impact behaviour management level.</li> <li>• Information is gathered by the teacher</li> <li>• Teacher engages in Reflective Thinking with bully</li> <li>• Teacher engages with the Target and may refer to Support Team for follow up</li> <li>• Parent of the bully are notified</li> </ul>
<b>Level 3:</b> Ongoing bullying that has previously been reported	<ul style="list-style-type: none"> <li>• Record evidence of bullying</li> <li>• Complete bullying report form</li> <li>• Report the bullying to your Year Level Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in Reflective Thinking during your lunch break</li> <li>• School consequences as per the school's Responsible Behaviour Plan.</li> </ul>
<b>Level 4:</b> Bullying involving physical violence or verbal harassment of an extreme or extended nature. (including Cyber-Bullying)	<ul style="list-style-type: none"> <li>• Report incident to your Year Level Deputy Principal immediately</li> </ul>	<ul style="list-style-type: none"> <li>• School consequences as per the school's Responsible Behaviour Plan.</li> </ul>

## Where can I get more information about bullying?

- **Act Smart Be Safe:** a gateway for parents/carers, students, teachers and the community to access information to help improve youth safety. <http://education.qld.gov.au/actsmartbesafe/>
- **Alannah and Madeline Foundation:** a national charity protecting children from violence and its devastating effects. <http://www.amf.org.au/AboutUs/>
- **Bullying. No way!:** an online resource providing information for parents/carers, students and educators. <http://www.bullyingnoway.com.au/who/default.shtml>
- **KidsMatter:** a school based framework that aims to improve the mental health and wellbeing of children. <http://www.kidsmatter.edu.au/>
- **ReachOut:** an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. Reach Out also has information on how young people can get the best help from services, as well as opportunities to connect with other young people. <http://au.reachout.com>
- **National Centre Against Bullying:** a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety. <http://www.ncab.org.au/>
- **Stop Harassing Me Postcard:** [www.stopharassingme.org.au](http://www.stopharassingme.org.au)

# Cairns State High School

## Bullying Report



Name of Person report the incident: \_\_\_\_\_ Date: \_\_\_\_\_

### Step One: Bullying Test

Is this repeated behaviour?	
Has the behaviour caused harm or was it intended to hurt?	
Is there an imbalance of power?	

### Step Two: Type of Bullying

<b>Physical Bullying:</b> This is when a person (or group of people) uses actions to bully. Examples include: hitting, poking, tripping and pushing.	
<b>Psychological Bullying:</b> For example, threatening, manipulating or stalking someone.	
<b>Social (covert) Bullying:</b> Indirect actions, e.g. lying about someone, spreading rumours, playing nasty jokes.	
<b>Cyber-Bullying:</b> This is a method of bullying using technology. Threats, rumours, blogs, nasty comments and even 'liking' the comments of others is cyber-bullying.	
<b>Verbal Bullying:</b> Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.	

### Step Three: Describe what has been happening and/or what the person has been doing.

Who has been involved?

Where did it take place? (Tick one and relevant give details)

In class      Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Out of class      Location: \_\_\_\_\_

When did it happen? What time(s)? For how long?

What evidence do you have (if any)? Attach letters, photos, screen captures, text messages etc if possible.

Has anyone seen the bullying?

What have you done about it already?

CSHS Office Use Only: Record of action taken regarding this incident

Response	Yes	Date	No
Reflective Thinking Process	Yes		No
One School Report	Yes		No
Notified parent/carer of target	Yes		No
Notified parent/carer of bully	Yes		No
Offered Counselling services to Target, Bully, Witness	Yes		No

Referral to:	Yes	No
Year Coordinator	Yes	No
Deputy Principal	Yes	No
Principal/Associate Principal	Yes	No
Guidance Officer	Yes	No
Other	Yes	No