

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.

Cairns State High School - Response to Bullying			
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>Step 1: The Bullying Test The teacher asks does the incident involve:</p> <ul style="list-style-type: none"> ○teasing or aggressive words or actions; ○which are unprovoked; ○are intended to hurt, harm or frighten; ○and are repeated acts. <p>Step 2: The Level Test - What level of seriousness is the bullying incident? (high/low)</p> <p>Step 3: The Response <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 YOU need to:</p> <ul style="list-style-type: none"> ○tell the bully to stop; ○record evidence of bullying; ○report the issue to a teacher; ○complete the bully incident report and give it to the teacher <p>If you know someone who is the Target of bullying YOU need to:</p> <ul style="list-style-type: none"> ○care enough to do something by becoming an active bystander; ○support the target of bullying; ○complete the bully incident report. 	<p>If your child is the Target of bullying you need to:</p> <ul style="list-style-type: none"> ○ support the school policy on bullying. ○ work with the school to support your child; <p>If your child bullies another student you need to:</p> <ul style="list-style-type: none"> ○ tell them it is wrong and to stop; ○ make it clear you will not tolerate this behaviour; ○ increase supervision of your child's activities; ○ co-operate with the school in modifying your child's behaviour; ○ model appropriate behaviour at home; ○ know that the profile of bullies includes higher incidence of criminal convictions. <p>If your child sees another child bullied by another student you need to tell them:</p> <ul style="list-style-type: none"> ○ it is wrong and not to support the bully; ○ to support a person who is bullied; ○ to become an active bystander; ○ to report it.

Kandersteg Declaration Against Bullying in Children and Youth

We the participants at the Joint Efforts Against Victimization Conference in Kandersteg in June 8th to 10th, 2007 pledge our long term commitment and determination to promote healthy relationships and prevent bullying and victimization in children and youth.

Considerations

- Today, an estimated 200 million children and youth around the world are being abused by their peers.
- Every child and youth has the right to be respected and safe. Bullying is a violation of this basic human right.
- It is the moral responsibility of adults to ensure these rights are honored and that healthy development and citizenship are promoted. Many adults want more understanding and strategies to address bullying problems effectively.
- Bullying is a form of aggression, involving the abuse of power in relationships. It is recognized globally as a complex and serious problem. It has many faces, including the use of emerging technologies, and varies by age, gender, and culture.
- Children and youth involved in bullying suffer. Bullying and victimization problems begin early in life and for some last a lifetime.
- Many risk and protective factors associated with bullying are known and prevention programs are being implemented in several countries with encouraging results.
- The mental and physical health, social, and academic consequences of bullying have an enormous impact on human and social capital. The costs of bullying burden our education, health care, social services, and criminal justice systems, as well as work force productivity and innovation.
- Bullying concerns and affects us all.

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Actions to be taken

- Stop bullying now in all the places where children and youth live, work, and play.
- Start prevention efforts early and continue these through childhood and adolescence, targeting known risk and protective factors and promoting healthy relationships.
- Educate and empower all adults involved with children and youth to promote healthy relationships and prevent bullying.
- Use policy and prevention programs, based on scientific research, that are appropriate for age, gender, and culture, and that involve families, peers, schools, and communities.
- Provide ongoing assessment and monitoring necessary to evaluate the success of policy and programs and to guarantee the rights of children and youth.

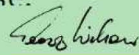
Kandersteg, Switzerland, June 10, 2007

Queensland Schools Declaration Against Bullying and Violence

The Queensland Schools Alliance Against Violence (QSAAV) recognises the innovation and commitment of Queensland schools in promoting positive behaviour and providing safe environments for learning, and endorses the position that effective responses require the engagement of the community beyond the school gates.

Our commitment

- We strive to ensure all students are able to learn and work in an environment where they feel safe and are free from bullying and/or violence.
- We seek every opportunity to encourage school staff, parents and students to work together to develop the knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships.
- We implement policies and strategies guided by current research on effective approaches to the prevention of bullying and violence.
- We use our role in the community to raise awareness that bullying of and violence toward children and young people are issues for the whole community and require a community response.



Geoff Wilson
Minister for Education and Training
Queensland Government



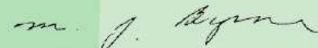
Professor Ian O'Connor (Chair)
Vice Chancellor, Griffith University



Julie Grantham
Director-General
Department of Education and Training



David Robertson
Executive Director
Independent Schools Queensland



Mike Byrne
Executive Director
Queensland Catholic Education Commission



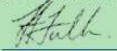
Margaret Black
President
Queensland Council of Parents and Citizens' Associations Inc



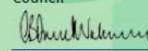
Fleur Creed
Executive Officer
Queensland Independent Schools Parents Council



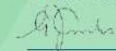
Carmel Nash
Executive Officer
Federation of Parents and Friends Associations of Catholic Schools



Norm Fuller
President
Queensland Secondary Principals' Association
State Sector Principal Nominee Inc



Christopher Daunt Watney
Association of Heads of Independent Schools Australia (Queensland)



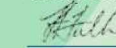
Gerald Crooks
Principal
St James' College
Catholic Sector Principal Nominee



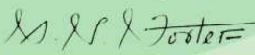
Steve Ryan
President
Queensland Teachers' Union



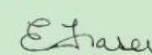
Andrew Elphinstone
President
Queensland Independent Education Union



Kerry Tomlinson
Secretary
Liquor, Hospitality and Miscellaneous Union (Qld)



Stephen Foster
Assistant Principal
Tagai State College
Indigenous Representative



Elizabeth Fraser
Commissioner
Commission for Children and Young People and Child Guardian