



PREVENTING AND MANAGING BULLYING POLICY

Rationale

- 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
- Bullying in any form will not be tolerated
- We at HSHS believe bullying is potentially destructive as it can have long lasting negative effects on people's happiness, schoolwork, and life in general
- The school will support all parties involved in bullying, including the victim, the perpetrator, and the bystanders
- When bullying occurs, the school will work with the parents/caregivers of all the students involved to ensure that all parties are safe
- The school will develop resilience in its students through formal teaching in Health classes and PBS lessons, its restorative justice practices and its school structures
- Positive Behaviour Support Matrix particularly the School's Values of Respect for Self and Respect for Others will provide the foundation in which bullying is managed at HSHS.

Definition

- Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).
- Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.
- Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.
- Bullying has three main features:
 - It involves a misuse of power in a relationship
 - It is ongoing and repeated, and
 - It involves behaviours that can cause harm

It is important to understand that some behaviours that we may think are bullying are in fact not, these include:

- 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.

However, these conflicts still need to be addressed and resolved and are taken seriously by HSHS.

Bullying involves but is not limited to:

- 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. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.
- 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: Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

Targeted Early Intervention Strategies

HSHS will:

- raise awareness and plan around specific forms of bullying, such as cyber-bullying and racism.
- identify and target early signs of problematic peer relationship issues within the school community.
- identify individuals and groups at risk that require targeted programs in line with HSHS Multi-Tiered System of Supports.
- teach effective bystander behaviour to targeted groups or for specific situations.
- teach pro-social behaviour to identified students and groups.
- provide effective options for individual students experiencing safety issues (such as buddy systems, alternative break areas and transition routines).

- provide access to specialist/pastoral care staff and case management processes for students at risk of being targeted or those who demonstrate bullying behaviour; and
- promote the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.

Intervention for Bullying Incidents

HSHS will:

- provide staff with the support and training to confidently manage bullying situations as they occur.
- Develop an understanding by staff, students and parents that there are clear processes for reporting incidents of bullying or when they become aware that a student needs support because of bullying.
- Develop plans for how to make things right between students and the other parties. Strategies include:
 - resiliency strategies.
 - a restorative justice meeting.
 - parent contact.
 - small group and individual conferences.
 - mediation.
 - punitive measures like removal from the yard, suspension.
- Develop and support numerous intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem-solving are used for responding to bullying incidents.
- will ensure bullied students are provided with supports to promote recovery and resilience.
- have effective case management practices to support students involved in persistent bullying.
- Continue to develop, implement, and review numerous intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem-solving are used for responding to bullying incidents.
- will ensure bullied students are provided with supports to promote recovery and resilience.
- have effective case management practices to support students involved in persistent bullying.

NOTE: In situations which have resulted in significant harm or where violence has occurred, behaviour management sanctions may need to be implemented. Sanctions are also warranted where the application of evidence-based methods as described above have been unsuccessful in resolving the problem.