



Alpha Omega
SENIOR COLLEGE

Anti-Bullying Policy & Procedure

RANGS

3.6.2 Safe & Supportive Environment – Student Welfare

Version 2.1

Version Control Table

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Approving Authority

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Associated Documents/References/Links

Code of Conduct
Student Behaviour Management Policy and Procedure

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1. Rationale

Alpha Omega Senior College (AOSC) is a dynamic and diverse learning community. It expects all students who attend the school to have the right to feel safe. The learning environment encourages the school community to respect and accept individual differences whilst promoting fairness to all. As a school, we acknowledge that bullying exists in our society and it is therefore the responsibility of the entire school community to ensure that all students are free from any causes that may be intimidating or apparent to bullying. It is with this expectation that the school takes a strong approach against all forms of bullying and harassment.

2. Objectives

This anti-bullying policy outlines the provisions of a safe, secure and respectful learning environment for all AOSC students. All students should be provided with learning opportunities that enable them to achieve to their full potential. This foundation is central to encompassing principles that the school community have the responsibility to:

- Be aware of what constitutes bullying behaviour
- Prevent bullying by endorsing positive relationships and anti-bullying messages
- Report bullying when it occurs
- Respond to bullying according to this policy

Bullying at AOSC is not acceptable and therefore, a whole-school approach to anti-bullying ensures that there is a developing and supportive school culture, based on effective behaviour management and a positive learning environment that encourages diversity, empowering students to be active in the pursuit of justice for themselves and others.

This anti-bullying policy is reviewed regularly and is explained to students during induction. The School will not tolerate behaviours towards others which could be deemed offensive, intimidating, humiliating or which create a hostile environment. We take the position that it does not matter that the person behaving in such a manner thinks that such actions were "not serious". What matters is the way in which such behaviour could reasonably be expected to impact on an individual or group of students.

The principles that the policy is based on are:

- Promoting positive relationships that respect and accept individual differences and diversity within the whole school community
- Actively working together as a school, to resolve incidents of bullying behaviour when they occur
- Everyone having the right to be treated equally, irrespective of their race, cultural or socioeconomic background and are recognised as unique individuals.
- Everyone having the right to enjoy their learning in a safe and supportive environment.

3. Scope

The policy applies to all students, staff and school community in ensuring a safe and supportive learning environment that is free from any form of bullying. This policy applies to both the physical school environment and the virtual/ cyber environment.

4. Definitions

Bullying an observable pattern of oppressive behaviour by an individual or group towards another. It is a deliberate attempt to make someone feel uncomfortable, unhappy and devalued. It may appear as physical, verbal, social or psychological harassment. Bullying can be planned and organised or unintentional.

Bully a person or persons who deliberately try to harm, harass, humiliate or distress a victim in order to gain power.

Verbal name calling, teasing, abuse, putdowns and constant criticism, sarcasm, insults, threats, inappropriate comments against a student.

Non-verbal writing offensive notes, in any medium, graffiti about others or rude gestures

Physical Spitting, mucking around that goes too far, hitting, punching, kicking, scratching, tripping, and biting, pulling hair, throwing objects at another person and/or invading someone's personal space to intimidate

social/emotional Ostracising (group comments to deliberately exclude or ignore), alienating (one or more people included), making inappropriate gestures to humiliate, mocking others, spreading stories or rumours, hiding damaging or stealing possessions, note passing with inappropriate comments or stand-over tactics such as demanding money, making inappropriate gestures, encouraging others to engage in these behaviours

Psychological spreading rumours such as rumours via email or mobile phone, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Extortion threatening to take someone's possession, food or money

Cyberbullying/Sexting Offensive/threatening images, offensive/ threatening/hurtful comments, rumour spreading via emails, SMS chatrooms etc.

5. Policy

5.1. Understanding Bullying

5.1.1. Defining Bullying

Bullying is a pattern of uninvited on-going behaviour directed by a more powerful person or group to intentionally or unintentionally hurt, injure, embarrass and/or distress a less powerful person or group. Bullying may be physical, verbal, psychological, or social.

The key features of bullying are that it:



- causes hurt and distress to the target and others e.g./ family;
- is repeated;
- involves the use of power in an unfair way; and is
- toxic to our school community.

Bullying is not always instigated by the older or stronger. "Bullying up" is bullying done by the smaller, the younger and the weaker, who either use anonymous means to bully, such as cyber bullying, or overt means to bully, knowing that any retaliation would make the provoked person look like they are the bully.

5.1.2. Cyberbullying

Cyber bullying is causing hurt via modern technologies on the internet and via smart phones and other mobile devices.

Cyber bullying is a growing problem in society as cyberbullies usually feel empowered by the relative anonymity. Cyberbullying is extremely damaging as people have the capacity to humiliate and hurt others in front of a large audience.

The School's anti-bullying policy is equally applicable when using technology. All forms of cyberbullying and bullying are unacceptable at any time, whether at school or at home and may be reported to and investigated by the appropriate authorities.

5.1.3. Definition of Levels regarding Bullying ,Harassment and Cyberbullying

a) *Level 1 - Minor Acts*

Verbal comments which are hurtful and/or intimidating not done repeatedly

Pushing or shoving which can be construed to be harassment not done repeatedly

b) *Level 2 - Repeated Minor Acts*

Hurtful verbal comments which continue after a warning has been given.

Continued physical harassment of a minor nature.

c) *Level 3 - Major Acts*

Major physical assault – punching, fighting etc.

Racial or intimidating comments of a personal nature



Cyberbullying levels

All of the below mentioned points are types of cyberbullying. These can vary in extents and as such can be construed as a level 1, 2 or 3 depending on severity.

- **Harassing someone online:** An example would be using text messaging, instant messaging and email, including all forms of social media, to harass, threaten or embarrass the target.
- **Impersonating someone:** an example would be stealing the victim's password and chatting with other people while pretending to be the victim. The bully will say mean things that offend and anger the victim's friends or acquaintances.
- **Using photographs:** an example of this is using photographs to shame someone online.
- **Creating websites/ blogs or posts:** an example of this is developing a website with information that is humiliating, embarrassing or insulting for the victim.
- **Participating in video shaming:** an example of this is uploading a video of something humiliating and posting it to YouTube or other website in order to allow a larger audience to view the incident.
- **Engaging in Subtweeting or Vaguebooking:** an example of this is using subtle posts and tweets to fuel the rumour mill while avoiding detection by teachers, administrators, and parents.

Participating in any of the above in any way is considered cyberbullying. Sharing or liking a cyberbullying incident is considered participation and may be investigated by appropriate authorities.

5.2. Creating a safe and supportive learning environment

This is critical to a learning environment by:

- Promoting a zero tolerance approach to bullying
- Identifying and responding to bullying effectively
- Ensuring that the school community is aware that bullying is unacceptable and seek to work in collaboration with school community to ensure the implementation of the Anti-Bullying Policy
- Ensuring that the staff are aware of what constitutes bullying behaviour and are able to identify signs and evidence of bullying
- To empower victims and bystanders to report and speak up about bullying
- Creating an learning environment that is safe, supportive and respectful by outlining and implementing positive protections through the development of resilience amongst students
- Developing educational and personal development learning programs that prevent bullying
- Outlining clear processes and guidelines for responding to incidents of bullying
- Providing students who have been involved in bullying with support and protection



5.3. The impacts of Bullying

Bullying behaviour stops an individual from feeling comfortable in a schools shared environment. Bullying behaviour can also adversely affect the long-term emotional and social development of the bully. Bullying impacts on the social community as a whole. Individual students who are bullied may:

- Feel devalued, isolated and frightened for their personal safety
- Begin to feel worthless and develop poor self-esteem and self-worth
- Have affects an individual's ability to achieve
- Have negative effects on mental health and wellbeing
- Develop feelings of anxiety, depression and suicide
- Develop learning and academic delay or difficulties
- Develop long term problems in establishing friendships and social connections with peers
- Conflicts or fights between equals or individuals are not defined as bullying and these incidents are dealt with in accordance with the School's discipline policy

5.4. Approaches to Bullying

5.4.1. Protection

All stakeholders have a shared responsibility in protecting students from bullying. AOSC has a whole-school emphasis on the positive attributes to building a positive learning environment, which is based on respect and understanding. Students are also supported through personal development and welfare programs to develop resilience and positive mental health and wellbeing.

5.4.2. Prevention

Programs are developed by AOSC that recognise the value of diversity, the importance of positive and respectful relationships, the impacts of violent behaviours and the harmful impacts of bullying towards others. These programs are inclusive of curriculum outcomes across all Key Learning Areas through personal development and welfare programs.

5.4.3. Early Intervention

AOSC implements strategies and programs for students who are recognised as being at risk of developing long-term difficulties with social relationships. These can be students identified on or after enrolment, as having previously experienced bullying or engaged in bullying behaviour.

5.4.4. Response

A clear plan has been put in place by AOSC to ensure incidents of bullying are responded to. The Anti-bullying policy and its procedures empower the school community to recognise and respond appropriately to bullying, harassment and victimization and behave as responsible bystanders. Welfare and discipline strategies will also be implemented.



5.5. Responsibilities

We live in a society where incidents of bullying behaviours occur and as a school, we cannot deny that bullying cases will arise. Prevention and responding to bullying behaviours in both the learning and working environments mean that as a school, there is a shared responsibility for all staff, students, parents, caregivers and the wider school community to contribute to the prevention of bullying. This contribution entails modelling and promoting appropriate behaviour and respectful relationships.

5.5.1. Staff Responsibilities

- Respect and support students
- Model and promote positive behaviour
- Support students in becoming resilient
- Be familiar with school policies relating to bullying behaviours
- Communicate and implement the Anti-Bullying policy to students, including definitions and repercussions of bullying
- Act and respond in a timely manner to incidents of bullying according to this policy
- Ensure open communication between the home and school are reachable so as to respond to bullying situations if they arise
- Provide curriculum links and pedagogies that assist in supporting and educating students to develop an understanding of bullying and how it has negative implications on individuals and the wider community. This includes digital safety.
- Be aware of anti-bullying content and where these messages are being taught in the curriculum
- Identify signs of bullying in all school environments

5.5.2. Student Responsibilities

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens – this includes interacting with others online in a positive and respectful manner, ensuring that comments, images, videos and other related materials that are shared online, respect the privacy and reputation of all
- Understand and acknowledge the various types of bullying and their impacts on individuals
- Follow the school Anti-Bullying Policy and Procedure and understand the consequences of bullying behaviours
- Behave as responsible bystanders as they act as the most influential participants in bullying incidents. As a bystander, it is critical to make clear to the bully that the behaviour is not acceptable and must report the bullying incident to the school
- Be responsible for reporting bullying incidents to the school

5.5.3. Parent and Guardian Responsibilities

- Support their children to become responsible citizens and to develop responsible online behaviour
- Be aware of the school Anti-Bullying Policy and Procedure and assist their children to understand bullying behaviour



- Support their children in developing positive responses to incidents of bullying consistent with this policy
- Support their children to become resilient – confident to report bullying and overcome challenges they face
- Report incidents of school-related bullying behaviours to the school
- Work in collaboration with the school to resolve incidents of bullying when they occur

5.6. Response

5.6.1. Teacher Response

All staff must be committed to responding to bullying incidents, when it does occur.

- Immediate intervention is crucial
- Clear procedures will be followed when a case of bullying is identified

The school will provide support to the individual teachers so that there is a safely maintained classroom environments. The Student Behaviour Management Policy and Procedure is a foundation to supporting and maintaining a safe and supportive classroom.

Teaching staff have a responsibility to address incidents of bullying. Classrooms must be safe and supportive where negative behaviours are recognised, condemned and dealt with.

At AOSC Teachers will:

- Watch for signs of distress, isolation and suspected incidents of bullying
- Look for reasons for this occurring
- Not see bullying as only play-fighting, name-calling, a bit of fun or just a part of growing up
- Point out bullying behaviours

5.6.2. Student Response

Anti-bullying prevention education for all students, and the communications of AOSC's Anti-Bullying Policy, educates students to identify bullying, harassment and victimizing behaviours and to report these incidents – both students who have been bullied and students who witness bullying.

In addition to this, through learning activities embedded in the curriculum, students will be educated to understand the importance of speaking up in support of students who they witness being bullied.

5.6.3. Parent/Guardian Response

Ongoing collaborations with the school community with regards to our response to bullying, harassment and victimization, and communications of our Anti-Bullying ensures parents and guardians are aware of the concepts related to bullying, and report it when it occurs.



6. Procedure

6.1. Reporting Bullying

Bullying may be reported:

- In person by a student to a teacher
- In consultation with the Year Advisor
- By a parent via phone, email or interview

All incidents of bullying that have been reported must be recorded on the **Bullying Incident Report– Appendix A** and the Year Advisors, Deputy Principal and Principal will be notified. The Incident Report must outline the type of bullying involved, the number of occurrences and the action taken by appropriate staff. This information forms a basis for data collection in order to improve and review the Anti-Bullying Policy and Procedure.

6.2. Step 1: Teacher response to personally handling the situation

- a) The event or report of the event is to be handled seriously
- b) Students involved are to be notified that the event is recorded
- c) Advise students that they are engaging in bullying behaviour, that it is unacceptable and to cease this behaviour
- d) Collect written reports from bully/ies, bystander/s or witness/es and victim/s.
- e) Reports are passed onto the Year Advisors
- f) Students are to be spoken to individually about the incident
- g) Refer physical assault directly to the Principal or delegate
- h) Consider mediation as an option (peer or teacher mediation) – refer the matter to the Year Advisor

6.3. Step 2: The matter is referred to the Year Advisor

- a) All bullying matters are entered into the school administration management system under Welfare or Behaviour and attached to the student/s record
- b) Year advisor will classify the incident according to the level of Bullying or Harassment and will resolve the situation
- c) Organise **Anti-Bullying Behaviour Contract – Person Being Bullied - Appendix B** for the Person being bullied and **Anti-Bullying Behaviour Contract – Person doing Bullying - Appendix C** contact parents to notify them of bullying behaviours.
- d) Refer to the **Anti-Bullying Behaviour Contract Teacher Guidelines – Person Being Bullied - Appendix D** and **Anti-Bullying Behaviour Contract Teacher Guidelines – Person doing Bullying - Appendix E** to assist students in completing these contracts.
- e) Year advisors work in consultation with the bully to identify methods and strategies that work to changing their behaviour



- f) Year advisor will communicate with victim to identify issues and ways to deal with effected student to ensure they are safe and supported at all times
- g) If both parties agree, a teacher will conduct a Peer Mediation organised by the Year Advisor.

6.4. Step 3: Refer the matter to the Deputy Principal/Delegate

- a) In cases where bullying incidents become persistent or extreme, the Year Advisor will notify the Deputy Principal/Delegate. Any Incident Reports that are recorded will determine the action taken by the school.
- b) Actions may include:
 - Contacting the parents of both the bully/ies and the victim/s
 - Arrange for parent and/or student interviews
 - Discuss consequences related to this type of behaviours
 - Exclusion from class
 - Exclusion from extra-curricular activities
 - Suspension
 - Withdrawal from privileges
 - Ongoing counselling for victim and bully
 - Expulsion
 - Provide support and counsel to students
- c) Persistent and ongoing bullying is a grounds for suspension/expulsion at AOSC and the Principal will make decisions regarding this.

6.5. Step 4: Interventions at AOSC

- a) Once identified, each bully, victim and witness will be spoken with, and all incidents or allegations will be fully investigated and documented.
- b) Both bullies and victims will be offered counselling
- c) If bullying persists, parents will be contacted and consequences will be applied, consistent with the AOSC's Student Behaviour Management policy and Procedure
- d) Reinforcement of positive behaviours
- e) Ongoing monitoring of identified bullies
- f) Possible rewards for positive behaviours

6.2.1. Supporting students who have been affected by, witness to, or engaged in bullying

- a) All students affected by bullying are ensured they are in a safe learning environment
- b) They will be offered mentoring or counselling
- c) Students are reminded that the school will attempt to cover all provisions to ensure mediation between students and mentoring is offered
- d) Suitable students may also be selected to provide peer mentoring.



6.2.2. Communicating incidents with Parents/Guardians

- a) The Principal, Deputy Principal, Year Advisor and/ or Teachers will contact parents as required

6.2.3. Incidents involving assault, threats, intimidation or harassment

- a) Staff are to report all incidents to the Deputy Principal and Year Advisor of the appropriate year group
- b) Deputy will assess the situation and refer the matter to the Principal where an appropriate decision will be made about the next course of action
- c) Any incidents related to assaults, threats, intimidation or harassment, the school will follow appropriate steps to apply consequences of such behaviours such as suspension or expulsion.

6.2.4. Grievance Policy & Procedure

- a) AOSC implements its Complaints Handling Policy and deals with complaints in accordance to the policy
- b) Any incidents related to assaults, threats, intimidation or harassment, the school will follow appropriate steps to apply consequences of such behaviours such as suspension or expulsion.

6.2.5. Identifying patterns of Bullying, monitoring and evaluation

- a) All incidents that have been recorded and managed in the Bullying Register will identify incidents that occur in year groups.
- b) The Register will be reviewed annually and future recommendations will be made by the Year Advisors, Deputy Principal and Principal.
- c) This policy is presented to the school community and each year will be reviewed, according to the data collated on bullying
- d) Recommendations to senior executive staff will be presented for future improvements
- e) Reviewing these types of incidents and behaviours will assess bullying occurrences, and where there is a decrease, personal development and curriculum learning content will be identified for valued practices in the future.



7. Other Contacts

It is the responsibility of the School that all students are aware of their rights and responsibilities in regards to bullying in all its forms. As such, the School has made contact with the local agencies that can help educate students on the effects of bullying in all its forms.

Local Area Command Youth Liaison Office - Auburn Police Station

Senior Constable Anne Ferfoyla

Telephone: (02) 9797 4093

PsychCentral- Psychological Services

Auburn Address:

39 Elsham Road, Auburn NSW 2144

Head Office Telephone:

(02) 9793 7762

8. Record Keeping

All files are to be kept for 7 years from the last day of student enrolment at the school or until the student turns 25.



List of Appendices

Appendix A	Bullying Incident Report
Appendix B	Bullying Student Contract – Person being Bullied
Appendix C	Bullying Student Contract – Person doing Bullying
Appendix E	Bullying Student Contract Teacher Guide – Person being Bullied
Appendix C	Bullying Student Contract Teacher Guide – Person doing Bullying



Appendix A



BULLYING INCIDENT REPORT

This form is to be used to report alleged incidents of bullying. Please complete all sections of the form and return to the Building Principal/Supervisor.

Bullying, defined as any pattern of written or verbal expression, physical act or gesture that is intended to cause or is perceived as causing distress, by either an individual student or a group of students, is expressly prohibited and will not be tolerated. This includes the misuse of technology for the same purpose.

PART A – INCIDENT DETAILS

Section 1: Incident Details			
Date of incident		Time of Incident	
Location of Incident			

PART B – PERSON REPORTING THE INCIDENT

Section 1: Student Information				
Name				
Address				
		Postcode		
Contact Phone Number/s				
Email Address				
Place an 'X' in the appropriate box	<input type="checkbox"/> Student	<input type="checkbox"/> Student (Witness/Bystander)	<input type="checkbox"/> School Staff	
	<input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Adult Relative	<input type="checkbox"/> Other _____	
Section 2: Details of the victim				
<i>Please complete all the sections below</i>				
Date/s of incident	/ /	/ /	/ /	/ /
Name of Victim			Year	
Section 3: Details of the Alleged Offenders (if known)				
Name	Age	Grade	Is he/she a student?	If not, which school? (if known)
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Section 4: Types of Bullying (if known)				
<i>Place an 'X' in the appropriate box</i>				
<input type="checkbox"/>	Name Calling/offensive remarks	<input type="checkbox"/>	Threatened	
<input type="checkbox"/>	Exclusion	<input type="checkbox"/>	Racial Comments	
<input type="checkbox"/>	Hit, kicked, punched	<input type="checkbox"/>	Sexual Comments	
<input type="checkbox"/>	Told lies or false rumors	<input type="checkbox"/>	Took/damaged possessions	
<input type="checkbox"/>	Electronic Communication (please explain) _____			
<input type="checkbox"/>	Other _____			





BULLYING INCIDENT REPORT

Section 5: Location of Bullying

Place an 'X' to all that apply

- | | | |
|---|-----------------------------------|--|
| <input type="checkbox"/> Study Room | <input type="checkbox"/> Hallway | <input type="checkbox"/> In class with teacher |
| <input type="checkbox"/> In class without teacher | <input type="checkbox"/> Bathroom | <input type="checkbox"/> Lunch/Common room |
| <input type="checkbox"/> To/from school | <input type="checkbox"/> Bus Stop | <input type="checkbox"/> Public Transport |
| <input type="checkbox"/> Sports | <input type="checkbox"/> Foyer | <input type="checkbox"/> At home |
| <input type="checkbox"/> Other _____ | | |

Section 6: Please the victim has spoken to about the bullying incident

Place an 'X' to all that apply

- | | | |
|----------------------------------|--|---|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Other Adult at school | <input type="checkbox"/> Parent/Guardian |
| <input type="checkbox"/> Sibling | <input type="checkbox"/> Friend | <input type="checkbox"/> Close Adult Relative |

Section 7: What did the alleged offender/s say or do?

Section 8: Did a physical injury result from this incident

- No Yes, but it did not require medical attention Yes, but it did require medical attention

Medical Attention Required

Was the victim absent from school as a result of this incident?

Yes No

If yes, how many days was the student victim absent from the school as a result of the incident?

Is there any additional information you would like to provide?

NOTE: The school is not authorized to disclose to a victim, private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

Signature

Date





BULLYING INCIDENT REPORT

PART C – INVESTIGATION REPORT

Section 1: Details of the Investigator			
Name of Investigator			
Position		Date	
Relationship to student			
Section 2: Final Report of Investigation			
Final report of Investigation of bullying complaint by (name of victim)			
against the alleged attacker (Name of alleged attacker)			
Section 3: In my/our investigation of the complaint, it is found (X appropriate response)			
<input type="checkbox"/> Found grounds to substantiate the allegations			
<input type="checkbox"/> Did not find grounds to substantiate the allegations			
<input type="checkbox"/> Did not find enough information to make judgement of the allegations			
Section 4: Summary of investigation, findings and disciplinary action			
Parent/guardian contacted?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Date	
Signature of investigator		Date	
Signature of Principal (if not investigator)		Date	



Appendix B



BULLYING BEHAVIOUR CONTRACT PERSON BEING BULLIED

This form is to be completed by the Person Being Bullied

Name		Roll Call	
------	--	-----------	--

Section 1: Who is picking on you or giving you a hard time? If there is more than one person? Name the main person/s.

Section 2: What have they been doing or saying? Where or when is this happening?

Section 3: How have you been responding?

Section 4: How do you feel when you are bullied or harassed in this way?

Section 5: What do I want to happen to fix this situation?

Section 6: What can I do to deal with similar situations in the future?





BULLYING BEHAVIOUR CONTRACT PERSON BEING BULLIED

Section 7: I would like to see an external counsellor

Yes

No

Your teacher may discuss other ways to handle or deal with people who bully you

--

Signature

--

Date

--





BULLYING BEHAVIOUR CONTRACT PERSON DOING BULLYING

This form is to be completed by the Person bullying other student/s

Name		Roll Call	
------	--	-----------	--

Section 1: Who are you picking on or giving a hard time (ie. Bullying)?

Section 2: What have you been doing or saying? Where have you been doing this?

Section 3: How might this person feel when they are bullied or harassed by you?

Section 4: Complete the following statements by 'crossing out' the incorrect words?

- a. Bullying is OK / not OK.
- b. Harassment is OK / not OK.
- c. It is acceptable / not acceptable to bully others at Alpha Omega Senior College

Section 5: What can I do to fix this situation? (State what you will do your part in stopping this bullying and harassment).

I am aware that I am being provided with an easy way to fix this situation. I understand that if I do not stop this bullying or harassment that this matter will become a discipline issue where other more serious consequences will apply.

Signature		Date	
-----------	--	------	--

Note: Your behaviour will be monitored over the next few weeks and months to ensure that you fulfil your commitment to stop bullying or harassing others at Alpha Omega Senior College.
Exceptions: Sometimes you will find that the person who says they are being bullied is bullying just as badly as the other person. Seek a commitment from each of them to stop bullying. Inform the student that you have sought a commitment from the other person to stop bullying. Say to the student, that if the other student continues to bully, they will be disciplined. Similarly, if they bully you after this meeting and you respond to it, you will be disciplined. They will both be disciplined for not sticking to the agreement regardless of who starts it up again. 'You do your job and let them do their job'.



Appendix D



BULLYING BEHAVIOUR CONTRACT TEACHER GUIDELINES

PERSON BEING BULLIED

This form is to be completed by the Person Being Bullied

Name		Roll Call	
------	--	-----------	--

Section 1: Who is picking on your or giving you a hard time? If there is more than one person? Name the main person/s.

Ask the student(s) for the names of the student who has been bullying him/her (picking on them or giving them a hard time in some way on more than one occasion). Record the name(s) on the sheet. If there is a group of students giving them a hard time, ask for the names of the ring leaders. In bullying situations there are usually a couple of people who are the main offenders and the others in the group will usually stop if these people are not leading the way.

Section 2: What have they been doing or saying? Where or when is this happening?

It is critical that this information is specific as this will be the basis of the statements you use when confronting the bully about their behaviour. It is very difficult for the bully to deny such behaviour is occurring when such specifics are known. For example, if they are being called names ask, when and where did they call you a name recently and what names did they call you? If they are being given a hard time in class, ask, What sorts of things do they do or say? Ask, Are there particular subjects in which you are bullied more than others? Have the student record their responses on the sheet.

Section 3: How have you been responding?

It is important that the student reveals how they are responding, especially if they have been responding inappropriately. You want no surprises when you interview the bully. Some of the usual responses include: ignoring them, avoiding going near them, and pretending you don't hear what they say, telling the teacher. Some of the inappropriate response may include: calling the bully names (giving as good as they get), doing things to deliberately annoy the bully so that they get some degree of power back e.g. turning around and giving them 'dirties', tapping on the desk repeatedly with their pen.

Section 4: How do you feel when you are bullied or harassed in this way?

The responses vary greatly. Be empathetic. It is important that the student's feelings are validated or are seen to be a reasonable response to being bullied or harassed. Feelings may include: upset, sad, hurt, annoyed, angry, and scared. If students respond by saying "I want to kill him." Ensure that you counsel them about the inappropriateness of the response and refer them to the counselor and mark 'Yes' for the last question.

Section 5: What do I want to happen to fix this situation?

In the majority of cases the student will simply say 'I just want it to stop'. Rarely do they expect any consequences for the bully. Inform them that you will do everything you can to make sure that it does stop. If it does continue the bully will face discipline consequences. Remind them that it is their right to feel safe and secure at school. For this to be successful you need to seek an undertaking for the student to not respond to any bullying by becoming a bully as well. They must ignore it and report it to you, their roll call teacher or the DP as soon as possible. Explain that this contract will only work if they give the bully no ammunition to use against them.

Section 6: What can I do to deal with similar situations in the future?

They will usually say 'ignore them', 'avoid them if possible'. Ask, Did those strategies work this time? Or And if that doesn't stop it? Empower them to seek the help of a teacher to help stop it. Again, remind them that they have a right to be safe and secure and that you are not being a 'Snitch' when you tell someone about being bullied. If the 'bully' did not bully you, you would not be placed in the position where you needed to tell someone. This is about personal safety and takes away the right for them to be protected. You may like to make suggestions of other strategies to counter future bullying and harassment. One strategy that is very effective is: Name it, Claim it, Stop it.

Name it: state what they are doing, e.g. 'you're calling me names', 'you're trying to make fun of me', 'you keep flicking me in the side of the head', 'you are deliberately running into me'.

Claim it: Say 'That is bullying'. Or 'That is harassment'. Or 'Does it feel good to be a bully?' Or 'Do you always harass people?'

Stop it: Say 'Stop it or I will have to tell someone you are being a bully or that you're harassing me'







BULLYING BEHAVIOUR CONTRACT TEACHER GUIDELINES PERSON BEING BULLIED

Section 7: I would like to see an external counsellor	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Please refer students who appear traumatised by being bullied. They may need to have a chance to unload and work through the emotional issues attached to being bullied. An email to the Counselor is sufficient in which you would briefly outline the bullying situation and person.</i>	
<i>Your teacher may discuss other ways to handle or deal with people who bully you</i>	

Signature		Date	
<i>Note: The student/s involved in this bullying behaviour will be monitored over the next few weeks to ensure that they fulfill their commitment to stop bullying or harassing you. If this bullying continues please let your Roll Call teacher know as soon as possible. Inform the person being bullied that you will be talking to the bully. They will fill out Part 2 of the Anti-Bullying contract.</i>			
<i>The bully will be given a chance to stop bullying without any consequences. 'We just want it to stop'. State: If they continue to bully you they will face discipline consequences and possibly suspension. Remind them that this contract will only work if they do not bully in response to being bullied.</i>			



Appendix E



BULLYING BEHAVIOUR CONTRACT – TEACHER GUIDE

PERSON DOING BULLYING

This form is to be completed by the Person bullying other student/s

Name		Roll Call	
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Section 1: Who are you picking on or giving a hard time (ie. Bullying)?

Ask, 'Do you know why you have been asked here? State, 'You have been giving (name the person they are bullying or harassing) a hard time'. Or 'You've been picking on (name the person they are bullying or harassing). If students are bullying another student and you are on to it, they will say 'yes'. Sometimes students will say that the person they have bullied is annoying and really irritating. You will ask, 'Does that give you permission to bully or harass them?' or 'Does that make it OK to bully them?' Some will say 'I'm not bullying them, I just....'. You will need to respond by saying, 'Bullying or harassing someone means picking on them or giving them a hard time. You're giving them a hard time.'

Section 2: What have you been doing or saying? Where have you been doing this?

State what they have been doing or saying. Be very specific when describing the nature of the bullying. For example, 'You call him a fat ###, a smelly ###, a gronk. You did this repeatedly in Maths yesterday and last Friday. You flick his ear every time you walk past him in class. This occurs in Science, especially when you are conducting experiments. You steal his pen off his desk and throw it back at him when the teacher faces the board.' The bully may say that the person who reported being bullied does 'stuff' as well. Simply indicate that you have spoken to them about their responses. You may express empathy for the person being bullied by saying that you would probably find it hard to not respond if I were having these things said or done to me either. Let the bully know that you have indicated that responding in this way is not OK and they have agreed to stop. State, that you expect the bully to stop their bullying or harassing behaviour as well.

Section 3: How might this person feel when they are bullied or harassed by you?

Ask, 'How would you feel if you had these things said or done to you? Some responses usually include: sad and upset'

Section 4: Complete the following statements by 'crossing out' the incorrect words?

- Bullying is OK / not OK.
- Harassment is OK / not OK.
- It is acceptable / not acceptable to bully others at Alpha Omega Senior College

Section 5: What can I do to fix this situation? (State what you will do your part in stopping this bullying and harassment).

Ask, 'What do you think the school expects you to do to fix this situation? The student is usually uncertain here. You say, 'we just want it to stop and you know what, that is all (name the person they are bullying or harassing) wants to happen as well. Ask, 'Is that reasonable?'

I am aware that I am being provided with an easy way to fix this situation. I understand that if I do not stop this bullying or harassment that this matter will become a discipline issue where other more serious consequences will apply.

Ask the student to read the text in the box. Explain that they have a chance to fix this without any consequences but that if they do any further bullying it will become a discipline issue. Say, 'You decide, the easy way or the hard way'.

Signature		Date	
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Note: Your behaviour will be monitored over the next few weeks and months to ensure that you fulfil your commitment to stop bullying or harassing others at Alpha Omega Senior College.

Exceptions: Sometimes you will find that the person who says they are being bullied is bullying just as badly as the other person. Seek a commitment from each of them to stop bullying. Inform the student that you have sought a commitment from the other person to stop bullying. Say to the student, that if the other student continues to bully, they will be disciplined. Similarly, if they bully you after this meeting and you respond to it, you will be disciplined. They will both be disciplined for not sticking to the agreement regardless of who starts it up again. 'You do your job and let them do their job'.