



Anti-Bullying Policy & Procedures

Updated December 2021

Fairfield High School promotes Positive Behaviour for Learning and has a Positive Behaviour Matrix that reflects whole school community values and specific expectations. Underpinning all student wellbeing policies, practices and activities is the school's CARE Code:

- **Community** - *We are positive community citizens by being cooperative, caring and considerate*
- **Achievement** - *We achieve by trying our best, engaging in learning and arriving on time*
- **Respect** - *We respect one another by being polite and following the school rules*
- **Environment** - *We create a positive school environment by being safe and caring for school property*

Policy:

Fairfield High School

- rejects all forms of bullying behaviour including online (or cyber) bullying
- works hard to provide a safe, inclusive, and respectful learning community that promotes student wellbeing
- expects students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our school
- has many strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive and anti-social student behaviour
- understands "bullying behaviour" to have three key features. It
 - involves the intentional misuse of power in a relationship
 - it is ongoing and repeated
 - it involves behaviours that can cause harm
- knows "bullying behaviour" can include
 - intimidation
 - victimisation
 - harassment
- includes harmful behaviour towards others, both online and offline, based on
 - gender and/or gender identity
 - race
 - religion
 - disability
 - sexual orientation
 - socio-economic status
 - academic, sporting and/or artistic ability
- knows that bullying can be illegal if it involves behaviours, offline or online, that include
 - physical violence
 - threats of violence
 - damaging property
 - stalking
- believes that the prevention and response to bullying is the shared responsibility of the whole school community (staff, students, parents, families, volunteers and external providers)
- provides professional learning to staff to
 - discourage
 - prevent
 - identify
 - respond to student bullying behaviours
 - provide wellbeing support to students targeted by bullying behaviours
- encourages students to report student bullying to any staff member at a school and this will be addressed in a timely manner (witnesses & "upstanders" are also encouraged to come forward to report bullying behaviours)
- promotes the concept of parents and/or students referring any issues of concern to the principal (or delegate) for resolution, if unhappy with initial actions
- understands parents and students can approach the local Learning and Wellbeing Officer to help resolve matters that they feel are still unresolved after liaising with the principal (or delegate). Following this they may approach the Director of Education and Learning, who will follow the *DoE Complaints Procedures*
- will report incidents of physical violence requiring first aid, or extremely serious bullying behaviours to the Incident Reporting and Support Hotline on 1800 811 523

Definitions

WHAT IS BULLYING?

Bullying is hurtful, typically repetitive, behaviour directed by more powerful individuals or groups against those who are less powerful. It creates a risk to another person's health and safety – either psychologically or physically – or their property, reputation or social acceptance.

Bullying is uninvited, unwelcomed, intimidating and/or offensive to the recipient.

TYPES OF BULLYING

Bullying can take many forms, some of which are difficult to identify and speak about.

PHYSICAL BULLYING includes hitting, tripping, pushing, or damaging another person's property.

VERBAL BULLYING includes name calling, insults, homophobic or racist remarks, verbal abuse, threats or blackmail.

INDIRECT BULLYING can be harder to recognise.

It is designed to harm someone's reputation and/or cause humiliation, isolation, embarrassment or sadness.

Indirect bullying includes:

- lying, gossiping and spreading rumours
- playing nasty jokes to embarrass and humiliate
- mimicking, copying and mocking
- encouraging others to socially exclude someone
- damaging someone's social reputation and social acceptance.

CYBER-BULLYING involves the use of email, text messages, memes, photos, videos, social media, group chats to humiliate and distress someone.

Examples include:

- sending unwanted email or text messages, threats, insults or prank calls
- spreading rumours on-line
- sharing private photos or videos with others
- creating memes, videos, posts about others with an aim to humiliate, upset or scare another person
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BY-STANDER BULLYING involves being a spectator to any form of bullying, and not intervening or speaking out.

WHAT BULLYING IS NOT

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

MUTUAL CONFLICT - In mutual conflict situations there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict can possibly develop into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

SOCIAL REJECTION OR DISLIKE - Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

SINGLE-EPIISODE ACTS OF NASTINESS, OR RANDOM ACTS OF AGGRESSION OR INTIMIDATION - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying. However all students and staff have a right to feel comfortable and safe, and a responsibility to contribute to the safety and comfort of others. Single episodes of nastiness or physical aggression should not be ignored or condoned.

INDICATORS OF BULLYING

Students who are being bullied may show some or all of the following signs:

- be unwilling to go to school
- become withdrawn, and refuse to say what is wrong begin to do poorly in school work
- come home regularly with damaged clothes or possessions have unexplained scratches or bruises
- cry themselves to sleep or have nightmares
- refuse to work in a particular group, or sit next to a particular student demonstrate mood swings
- become withdrawn from social activities with peers avoid eye contact with adults during conversations.

INFORMATION FOR STUDENTS - WHAT CAN STUDENTS DO?

- Ask the student/s displaying bullying behaviours to stop
- Ignore and walk away
- Report to a member of staff
- Seek help, and talk about it with someone students trust
- Report it to a member of staff family or a trustworthy friend
- Write a description of the event and give it to the relevant Year Adviser or teacher
- Discuss it with parents and/or family
- Report it to the Police
- Keep evidence
- Walk home with others
- Avoid reacting with anger, violence or threats
- Seek support from school counsellor, welfare staff or other professionals

For CYBER-BULLYING incidents, students should:

- Not respond to any electronic bullying
- Block
- Ignore - do not respond or engage with the problem
- Report to school, family, police, social media company and/or eSafety online: www.esafety.gov.au/report
- Delete (keep evidence but delete anything public, where possible)
- Change password and never share passwords
- Create new user name/account and only share with friends
- Avoid providing personal details (address, phone number, date of birth etc...)
- Support other students who you may witness being bullied by reaching out to them/report for them
- Seek support from school counsellor, welfare staff or other professionals

Students who witness bullying behaviours should:

- Be an "upstander", which means take some sort of action
- Tell the person or people to stop bullying (this might be hard to do)
- Report to a teacher or year adviser
- Delete (if possible) and/or report to social media site
- Offer support to the student receiving the bullying behaviours
- Not join in with the bullying behaviours
- Not ignore, doing nothing is often very damaging

KEY ACTIONS FROM SCHOOL PERSONNEL:

All teachers and support staff have a duty of care to take action when bullying behaviours are observed or reported. These include:

- Provide immediate support to impacted student/s
- Attempt to resolve the issue - take actions
- Document on Sentral
- Collect Incident Reports and evidence, upload to Sentral
- If this is an ongoing issue or a serious incident, refer to Head Teacher, Year Adviser, Deputy Principal
- Refer student to receive support from Year Adviser, Student Support Officer, Girls/Boys Adviser, Head Teacher Welfare, Refugee Support Officer (using Sentral referral processes)
- Inform parents/guardians (of all students involved)
- Provide appropriate consequences (eg detentions, interviews, reflection activities, Levels)
- Refer to FHS Positive Expected Behaviours Matrix and CARE Code when dealing with students
- Proactively teach acceptable behaviours within classroom context

Head Teachers and Deputy Principals have a duty of care to take action when bullying behaviours are observed or reported. These include:

- Provide immediate support to impacted student/s
- Attempt to resolve the issue - take actions
- Document on Sentral
- Collect Incident Reports and evidence, upload to Sentral
- Ensure support staff are aware of incident and involved in providing assistance
- Inform parents/guardians (of all students involved)
- Provide appropriate consequences (eg detentions, interviews, reflection activities, Levels)
- Refer to FHS Positive Expected Behaviours Matrix and CARE Code when dealing with students
- Involve police, external agencies and wellbeing programs, where necessary
- Consider programs, workshops and activities that could be used to assist resolve/prevent issues