

## **What is bullying?**

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. Including;

- physical – hitting, tripping, poking, punching, kicking, throwing objects, stealing;
- verbal – repetitive name calling, put-downs, threatening and harassing words and phrases;
- social – continually ignoring, hiding from, ostracising or isolating someone;
- psychological – stalking, dirty looks, spreading rumours, hiding and/or damaging one's possessions (Mind Matters – National Mental Health Strategy 2002.).

## **What is Cyberbullying?**

With the increasing use and reliance on digital technologies in the modern world, it is now vital that we as a school are able to respond to the emerging issues and problems in an appropriate and measured way. Cyberbullying is when technology is used to deliberately and repeatedly engage in hostile behaviour to harm someone. Groups and individuals can be both the perpetrators and targets of cyberbullying (Cybersmart, 2013). Cyberbullying can occur in a variety of forms (including but not limited to):

- posting humiliating photos, videos or personal details,
- sending abusive text or statuses,
- imitating others online,
- tagging someone in an image,
- creating a hate site about someone,
- excluding others online.

Cyberbullying may be conducted via the inappropriate use of digital platforms, applications or social networks including Facebook, Instagram, Snapchat, Messenger, Twitter and gaming devices. At Camden Haven High we are committed to the school launched campaign - 'Don't be mean behind the screen!'

## **Low level incidents**

Include but not limited to: repetitive name-calling and put-downs, exclusion, humiliation, spreading rumours, taking someone's property, minor physical annoyances such as pushing or touching, teasing, intentionally aggravating others.

## **High level incidents**

Include but not limited to: sexually explicit media, recording or distributing bullying incidents, physical assault, sexual assault and other such criminal behaviours. These will involve an immediate referral to the Deputy Principal and possible police intervention.

## **Prevention strategies**

- A whole-school approach
- School-wide Anti-bullying policies
- Promoting a culture of reporting bullying
- Partnering with parents and carers
- Education - Anti-bullying content embedded throughout the curriculum
- Targeted workshops
- Enrolment pledge

## **Intervention Strategies**

1. **Direct sanctions.** Sometimes referred to as the Traditional Disciplinary Method. This approach makes use of disciplinary procedures or penalties as a punishment and/or a deterrent to prevent

further bullying. These may include verbal reprimands; meetings with parents; temporary removal from class; withdrawal of privileges; school community service; detentions and internal exclusion in a designated room; short-term suspension; and long-term suspensions. Over 90% of schools sometimes make use of direct sanctions. Direct sanctions at CHHS will align with the behaviour management matrix.

2. **Targeted talks.** This approach is used in most schools with students and parents to draw attention to the seriousness of the offence and possible consequences. These talks may be delivered at assemblies, Year Meetings or in small groups.
3. **Education and Prevention.** Students are repeatedly made aware of what behaviours are unacceptable, including bullying and how, as potential victims, they should respond. A range of educational resources, workshops, curriculum, presentations and National Day of Action are integrated throughout the school year. Further to this, the school engages a range of external community service providers specialising in anti-bullying including Police Youth Liaison Officer, Community Health and Aboriginal Education Officer.
4. **Empowering the victim.** This approach aims at empowering the victim to resist being bullied. Training may involve instruction in the use of appropriate social skills, such as resilience development, reporting and strengthening self-efficacy.
5. **Bystander Behaviour.** Promoting the shared responsibility of managing bullying. We aim to educate and empower all students and staff in providing them with the necessary skills to 'stand up and speak out' against bullying.
6. **Enrolment Pledge.** Students are encouraged to sign a voluntary pledge upon enrolment agreeing not to engage in any type of bullying. After an offence students are again directed to reaffirm their pledge.
7. **Mediation.** This process is offered and requires the voluntary cooperation of both the person who has been engaging in bullying and the target of the bullying, in seeking a solution using the services of a trained mediator, either an adult or a peer.
8. **Restorative Approaches.** This method involves the bully, sometimes termed the 'offender' or 'perpetrator' to reflect upon his or her unacceptable behaviour, experience a sense of remorse and act to restore a damaged relationship with both the victim and the school community. This is used at CHHS as an alternative to a more punitive approach. Its application may take place:
  - (i) at a meeting with just the bully and the victim
  - (ii) with a group or class of students involved in bullying behaviour or
  - (iii) at community conference attended by those involved in the bullying plus significant others such as parents.
9. **Shared Responsibility.** It is used for working with groups of students who are suspected of bullying. The practitioner begins by interviewing the suspected bullies individually, sharing a concern for the victim and inviting a helpful response to the problem. Subsequently the victim is interviewed and offered support. The possibility of the victim having provoked the bullying is also explored. When progress has been ascertained, a meeting is held with the suspected bullies as a group to plan how the problem might be resolved. They are subsequently joined by the victim and an agreed solution is negotiated and/or disciplinary consequences are implemented.