Aberfoyle Park High School

Bullying prevention policy and plan

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Our values

We aim to establish a community in which everybody upholds our school values of Respect, Care and Compassion and Honesty. Everybody has a right to enjoy their time at school and feel safe in their learning environment.

Our vision

'Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential.'

(Australian Student Wellbeing Framework 2023)

All students have the right to feel safe, respected and included. We aim to have our learning communities free from bullying and harassment.

Our school climate fosters healthy and respectful relationships. We will create this with involvement from our students, families and the broader community.

We will model behaviours that:

- demonstrate respect
- value diversity
- promote belonging and wellbeing

Aberfoyle Park High School (APHS) is committed to incorporating the Berry Street Education Model into our classroom practice. Our learning environment promotes learning success and wellbeing. Our school culture encourages positive social interaction. We have a Wellbeing for Learning Program that builds resilience, emotional intelligence, and growth mindsets. APHS Staff work as a community to implement our bullying prevention policy and plan.

Our approach to bullying prevention

We will plan, implement, and review our bullying prevention strategies at Aberfoyle Park High School. We will do this with our Governing Council, staff, students, families and local community.

Promote

We will model and promote positive behaviour.

Our actions

- APHS staff create a welcoming and inclusive school
- APHS staff understand their role to create a safe school
- our school values are respect, care, compassion, and honesty; these reflect inclusion, respect, safety and diversity of our students and staff

- APHS staff and students lead by example to share and enact the school values and behaviour expectations
- At APHS we use consistent language among staff, students, parents and carers to encourage positive behaviours and social interactions
- APHS staff create a school environment that encourages positive social interactions
- APHS behavioural expectations are displayed in all classrooms. These have been developed with students and are reviewed regularly
- APHS staff make sure students feel safe to raise concerns and report bullying

Teach

We will explicitly teach respectful behaviours and expectations about bullying in the classroom.

Our actions

- APHS leadership build staff skills to respond well to bullying
- APHS teachers explicitly teach about bullying in all year levels, including how to prevent, identify, respond to and report bullying and cyberbullying
- APHS teachers explicitly teach positive behaviour and social and emotional skills during wellbeing for learning lessons
- APHS staff support students to develop healthy relationships, both in person and online, across all subject areas
- APHS staff use teachable moments when a bullying issue occurs. We teach about respectful and appropriate behaviours

Intervene

We will intervene in specific incidents of bullying or observed bullying behaviour.

Our actions

- APHS staff take bullying seriously and respond to observed or reported bullying behaviours
- APHS staff use fair and consistent responses to bullying or suspected bullying
- APHS staff document all bullying incidents and check in with students while bullying incidents are being resolved
- APHS staff make sure leadership is supported in managing complex or ongoing bullying incidents

Work with others

We will work with families, service providers and the community to address bullying.

Our actions

- APHS staff work with the governing council, site leadership, department staff and the local community to design local strategies to prevent and reduce bullying
- APHS staff encourage parents and carers to take part in activities that promote safety and wellbeing
- APHS staff involve parents, carers and students in planning bullying prevention and intervention responses
- APHS staff share information with parents and carers about bullying, including how to recognise it and what to do when their child is involved in bullying
- APHS staff work with community organisations to promote safe and inclusive messages

Respond

We will provide visible and consistent responses to bullying that foster trust and confidence in the school community.

Our actions

- APHS staff share information on how to prevent and respond to bullying and cyberbullying
- APHS staff review our strategies and actions to prevent and respond to bullying regularly
- APHS staff ensure students' needs are being met
- APHS staff set up safe ways for students to report bullying and let students know how to do this
- APHS staff make information about the complaint resolution process available
- We make sure staff, parents, carers, and students feel confident to report bullying
- APHS staff communicate regularly with families when a bullying incident happens

- APHS staff work with other services to support students involved in bullying incidents
- APHS staff continue to implement the Berry Street educational model and restorative practices, and assess our strategies to prevent and respond to bullying

Repair and restore relationships

We will attempt to repair and restore relationships that have been harmed by bullying.

Our actions

- APHS staff develop solutions to bullying incidents with students, staff, parents, and caregivers
- APHS staff support all students who experience bullying, engage in bullying behaviour, or witness bullying
- APHS staff support students who have engaged in bullying behaviours to think about the impact of their behaviour on others
- APHS staff support students to develop positive behaviours for learning through restorative practices
- APHS staff provide strategies to support repairing and restoring relationships

Create safety and wellbeing

We will establish safety and wellbeing.

Our actions

- APHS staff take action against discrimination, harassment and violence
- APHS staff report criminal actions to the South Australia police
- APHS staff provide targeted social and emotional support for students who need help after bullying incidents
- APHS staff use inclusive practices, so that students feel included, are safe, and supported
- After a serious bullying incident, APHS staff monitor the students involved on school grounds
- APHS staff discuss how students arrive and leave the school grounds, and create plans to support students in feeling safe when entering and leaving school
- APHS leaders build staff skills, knowledge, and confidence to restore safety and wellbeing after critical incidents

How bullying is reported and resolved

We will work with students, parents, and caregivers to resolve bullying issues. If needed, we will get advice, counselling, and support from internal and external services.

All reports of bullying will be taken seriously. Responses will be planned and executed in a timely manner. The principal or leadership team will immediately respond to life threatening, significant harm or criminal behaviour issues. We will refer criminal actions to the South Australia Police.

Our responses will centre on restoring the safe and positive learning environment of our school.

Report bullying

Bullying can be reported to:

- care group teacher, classroom teacher, year level leader, assistant principal for the middle or senior school, deputy principal, principal, wellbeing leader, youth worker or social worker

Report bullying incidents by:

- a conversation (by telephone or in person) between student or parent and the school staff
- daymap message or email to their care group teacher, year-level leader, assistant principal or any other member of school staff
- students can fill out an incident form at student services

Include as much information as possible. This might include:

- Who was involved, including who engaged in the bullying behaviour, who the behaviour was directed at and any witnesses
- when the incident happened

- where the incident took place, for example, social media, the oval, the classroom.
- what happened
- if anyone stopped or tried to stop the behaviour
- what led up to the incident
- what happened after the incident

Gather and document information

Staff might speak about the incident with:

- students
- parents or carers
- other staff
- any witnesses or persons involved

Intervention and support

Staff will see if the incident:

- meets the definition of bullying
- poses an immediate risk to student or staff safety

If there is no immediate risk, staff might use the following strategies with students directly involved:

- restorative conversations
- group method of intervention
- natural consequences
- parent or carer meeting
- school-based consequences such as:
    - loss of privileges
    - given a learning task to complete
    - use of reflection space or class
    - limited areas within the yard or extra yard supervision.
- suspension and exclusion

Refer to services

We will refer students to specialist support, if needed. This might be from the Department for Education or external services. Options will be discussed with students and their families.

Document and record

All incidents of bullying and responses will be documented and stored in line with Department for Education records management procedures.

Monitor and follow up

Staff will check on all students involved in a bullying incident. They will ensure all students are safe and, where possible, relationships are repaired. They will talk with students, parents and carers about the actions taken. They will check if these actions have helped.

If a student, parent, or carer are not happy with the steps taken by the school, they can call the department's complaints management line on 1800 677 435.

Definitions

Bullying

A national definition of bullying has been endorsed by the Education Council.

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. It can involve an individual or a

group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium, and 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

Conflict or fights between equals are not defined as bullying. Bullying occurs where there is a power imbalance. This might come from:

- the context, for example, a number of children acting against one child
- personal characteristics. For example, different physical, emotional or social development

It is ongoing and repeated

One incident of misbehaviour is generally not defined as bullying. Schools will still respond to all incidents of misbehavior.

One act by one person might be bullying if:

- the behaviour adds to a series of other people's behaviours that misuse power and result in harm
- it can be shared online or with technology to a wide audience, or repeated with multiple views

It involves behaviours that can cause harm

Bullying can cause physical and psychological harm.

Physical harm can include injury. It can also include theft or damage to belongings.

Psychological harm can include:

- anxiety
- not wanting to go to school
- lack of interest in school
- isolation and depression

Psychological harm can last some time. It will depend on a student's situation and the support available to them. Support might come from family, school, and friends. A fear of being bullied can create psychological harm.

Examples of types of bullying:

***Physical*:** hitting, kicking, tripping, pinching, pushing, or damaging or stealing belongings.

***Verbal*:** verbal abuse, name calling, insults, taunting, intimidation, threats.

***Social*:** social exclusion, lying, spreading rumours, unkind facial expressions, or body language, mean and condescending looks, playing jokes to embarrass and humiliate, mimicking and damaging someone's reputation or social relationships.

***Cyber*:** Cyberbullying is online bullying that uses technology, including social media platforms. Verbal and social bullying can be cyberbullying when they occur online.

Cyberbullying includes:

- abusive texts and emails
- hurtful messages, videos, and images, including images that have been edited
- sharing personal images and videos without consent
- pretending to be someone else online to be hurtful

Harassment, discrimination and violence

Bullying, harassment, discrimination, and violence all create or add to a negative environment. This can make students feel unsafe and unable to reach their full potential.

Harassment

Harassment is a behaviour that targets an individual or group. This can be due to their: identity, race, culture, or ethnic origin; religion; physical characteristics; gender; sexual orientation; age; or ability.

It offends, humiliates, intimidates, or creates an unsafe environment. It might be a pattern of behaviour or a single act. It might be directed randomly or at the same person. It might be on purpose or unintended.

Discrimination

Discrimination happens when people are treated differently to others. This can be because of their: identity, race, culture, or ethnic origin; religion; physical characteristics; gender; sexual orientation; age; or ability. Discrimination interferes with people's right to fair treatment and equal opportunities.

Violence

Violence is the intentional use of physical force or power. It can be threatened or actual, against another person. It might result in psychological harm, injury or in some cases, death. It might involve provoked or unprovoked acts. It can be one incident or a random act, or it can happen over time.

Bullying, harassment, discrimination, and violence may be based on gender, race, sexuality, culture, religion, disability, and care status. Bullying, harassment, discrimination, and violence for any reason is not acceptable in South Australian public schools. It will be responded to.

Responses will depend on the:

- behaviours
- needs of the students
- rights of all students to be safely included in learning

Roles and Responsibilities

We each have a role to play to:

- prevent bullying and harassment
- respond when it happens
- support those involved and affected by bullying

The Australian Student Wellbeing Framework elements are leadership, inclusion, student voice, partnerships, and support. They guide our practices and responses to prevent and reduce bullying in our school community.

School leaders and staff

- model and promote positive behaviour. value diversity, demonstrate respect, and include all students and their families
- provide and participate in professional development to build skills, knowledge and confidence about preventing bullying, including how to recognise, respond and manage it
- assess bullying data and trends to develop prevention strategies
- collect data on bullying regularly and use the data to plan how to prevent and respond to bullying
- explicitly teach students about respectful relationships, bullying and cyberbullying. Teach students how to recognise bullying, what to do and how to get help
- work with students to come up with solutions to bullying. Include them in decisions that affect their safety and wellbeing
- support all students to be included, particularly students at higher risk of being bullied
- take action when bullying and cyberbullying has been reported. This includes incidents that happen out of school hours or off school grounds when they relate to school relationships
- report criminal matters to the South Australian police

- help parents and carers to recognise bullying. Include information about what to do when their child is engaging in or affected by bullying
- work with families, service providers and the community to support students affected by bullying
- support students in repairing and restoring relationships that have been harmed by bullying
- have planned responses to bullying. Make them visible and consistent. Responses should foster trust and confidence
- Help students to be physically and psychologically safe from bullying

Parents, carers and families

- model and promote safe, respectful and inclusive behaviours
- help their children to be safe online at home, which includes checking their children's use of technology and social media
- make sure their children know how to identify and report bullying. work with the school to help their children be safe from bullying
- talk to their children about safety issues, this includes bullying and cyberbullying, help them understand what it is, why it is harmful and how to respond. Support APHS by being consistent with your approach.
- report concerns about bullying to school staff
- if a bullying incident happens, work with the school
- support their children to go to school while a bullying issue is being worked on
- get external professional support for their child, if needed

Students

- model behaviours that are safe, respectful, and inclusive, both face-to-face and online
- build skills, knowledge, and confidence to recognise, respond to and manage bullying
- be a part of decision making to improve student safety and wellbeing
- take a stand when bullying is observed, step in if it's safe, seek help from adults
- support friends and peers to get help from trusted adults if they experience bullying
- support friends to behave in safe, respectful, and inclusive ways if their friends engage in bullying