

Anti-bullying policy

Rationale

The school acknowledges the responsibility to ensure that, while at school, all students are given opportunities to develop positive attitudes and appropriate values. All students need to develop acceptance and understanding of others and their needs. At Lakes Grammar all students have the right to feel safe and to be treated as unique persons made in the image of God. They in turn must acknowledge, through their actions, a duty to respect the rights of others.

Lakes Grammar – An Anglican School's anti-bullying policy is based on the belief that bullying can have a negative effect on a student's academic attainment and emotional well-being. Victims may suffer fear, anxiety, depression and low self-esteem. The school owes its students a duty of care. The duty of a school extends to reasonably protecting a student from the reasonably foreseeable conduct of other students or strangers and from the students' own conduct.

Scope

The policy applies to all students and staff of Lakes Grammar – An Anglican School.

Definition

Bullying

Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Such behaviour is regarded as unjustified, typically repeated and perceived by the target as aggressive, humiliating, frightening and or disempowering. Bullying may cause distress not only at the time of the attack, but because of the threat of future harassment, it may manifest itself as ongoing fear.

Bullying may take one or more of the following forms.

- *Verbal Bullying*
Can include (but is not limited to) teasing; using offensive names; ridiculing others; spreading rumours; demanding money; making personal threats; verbally attacking a person about their family, race or religion; creating or communicating notes, cartoons, photographs, graffiti and similar means, messages that impact negatively on the well-being of others.
- *Social Bullying*
Can include (but is not limited to) deliberately excluding others from a group; refusing to sit next to someone; glaring or making menacing gestures at another, refusing to pick a student for a team activity, any form of alienation or ostracism; sexual harassment from an individual or group of the same or opposite sex.
- *Psychological bullying*
Can include (but is not limited to) causing someone to feel afraid through intimidation; revealing personal or confidential information about the student or student's family; making threats; manipulating a person's emotions.
- *Physical Bullying*
Can include (but is not limited to) hitting, punching; kicking; biting; scratching; tripping; pushing; spitting; hiding; damaging or destroying another student's possessions or food.
- *Cyber-bullying*
Bullying that is carried out through information and communication technologies. This may include (but is not limited to) using a technological device or devices to: tease or make fun of others; insult or ridicule people; post malicious or private information; spread rumours; send vicious, cruel or threatening text messages about or to a person; trick someone into sharing

private information; defame or slander others; deliberately mislead others through the use of false identities; transmit photos, images or caricatures of individuals without their permission, hack into email or similar accounts,

Cyberbullying may also be closely linked to psychological and social bullying

Policy

- A.** The school is proactive in promoting quality behavior in all students.
- All students are reminded of expected behavioural protocols through year meetings, assemblies, and other avenues such as academic care time.
 - Quality behavior is rewarded by staff using the formal faculty award system
 - Student expectations are clearly described in the school diary given to each student
 - Staff model quality behavior at all times
- B.** At Lakes Grammar bullying will not be tolerated and we seek to create a school-wide culture that:
- Accepts that bullying is not an acceptable behaviour and will not be tolerated, condoned or trivialised.
 - All members of staff are committed to providing a community that celebrates diversity and respects and supports individual differences.
 - Any incident of bullying is treated as a serious
 - Provides support to students who are victims of bullying.
 - Bullying is a form of harassment. Under the Anti-discrimination Act (1991) any form of harassment is unlawful. Every individual has the right to feel safe from bullying, harassment and violence in all its forms
 - Students and staff will be guided in the development of strategies for avoiding bullying.
 - Seeks to be pro-active in promoting an environment in which everyone interacts respectfully, responsibly and with care.
 - A school has a duty to ensure that reasonable steps are taken to prevent harm to students. This is a positive duty - that is, it requires that positive steps be taken. This does not mean that the school is under an obligation to ensure that its students never suffer injury, but that the school must take reasonable steps to prevent the children being harmed.

Procedures

A. Managing and Reducing Bullying at School

The social context and supervision at school have been shown to play a major part in the frequency and severity of bullying problems. While teachers and administrators do not have control over individual and family factors, which may produce children who exhibit bullying behaviour it can be greatly reduced in severity by appropriate supervision, intervention and climate in a school.

The social climate in the school needs to be one where there is warmth and acceptance of all students, and one where there are high standards for student and teacher behaviour toward one another. Teacher attitudes toward aggression and skills in relation to supervision and intervention, partly determine how students will react to bullying situations. Curricula and administrative policies also support the social climate of the school.

Accordingly, in all areas of the school's life, we aim to guide students towards:

- developing a personal understanding of the Christian faith
- respect and tolerance for one another
- developing the ability to make moral judgements

- growing in their understanding of diversity in background, ability and talent
- personal autonomy, confidence, self-efficacy and self-worth.

Explicit strategies that aim to prevent bullying include:

- Implementing the Vital Character framework
- Putting up signage and posters promoting a bullying-free environment.
- Rewarding students for positive behaviours at assemblies and award ceremonies.
- Promoting a bullying-free environment in assemblies, chapel, tutor sessions and year meetings.
- Promoting and educating students on the unacceptability of bullying and its consequences in classes.
- Ensuring effective pastoral care and support of students through the Wellbeing structure of the school.
- Incorporating instruction about anti-bullying, including the school's stance, through tutor sessions (senior school) and dedicated class lessons (junior school).
- Professional Development for staff to detect and deal appropriately with issues of bullying.
- Encouraging teachers to adopt classroom management techniques that discourage opportunities for bullying behaviours.
- Ensuring staff are active and alert to student behaviours whilst on supervision.
- Employing staff who model tolerance, empathy and acceptance

B. Staff professional development

As part of ongoing professional learning, at various intervals, staff are informed of the latest research into bullying that outlines possible victims of bullying and perpetrators of bullying.

Staff are given guidance through their line managers as to how to reduce bullying occurring across the school, and strategies to deal with bullying should it occur. Staff are encouraged to use good communication with parents and avoid emphasis on competitiveness in the classroom.

Class climate and management – class climate is key in promoting quality behaviour and minimising bullying. Staff are led in this process by their line manager. They should:

C. Providing good supervision for children.

- Developing a class set of rules regarding expected behaviours within the classroom .
- Creating a classroom which is supportive and inclusive, in which aggressive, bullying behaviour is not tolerated by the majority.
- Developing pedagogies which promote communication, friendship, and assertive skills.
- Frequently recognising and praising positive, friendly, and supportive behaviours of students toward one another.
- Promoting non-violent, non-racist, and non-sexist ideas, values and behaviours, as a core part of the everyday curriculum.
- Teaching social skills, including communication, making friends, accepting feedback from others, conflict resolution, appropriate assertiveness, and problem-solving.
- Modelling positive, respectful, and supportive behaviour toward students.

d) Monitoring and evaluation

The following strategies are used to monitor and evaluate behaviour in the school:

- Identification of areas of concern by students or staff members.
- Regular communication between director of academic care and year adviser in the senior school and/or classroom teacher, and deputy head of junior school.
- Regular communication between the class teachers and their faculty coordinator in the senior school.
- Year group and college meetings.
- Yearly review of reactive, proactive and developmental pastoral care in the wellbeing program.
- Student Representative Council (SRC) discussion.
- Year advisers/Class teacher, the director of academic care/deputy head of junior school and the head of school work collaboratively (as needed) to detect patterns of behaviour and respond to such behaviour as necessary.
- Communication with the School Liaison Police office as required.

e) Student responsibilities

- To remember what they have been taught about inappropriate behaviours, attitudes and speech.
- To observe the effects of their behaviour, attitudes and speech on other people.
- To take action to actively discourage inappropriate behaviours and speech towards others.
- To appropriately express when certain behaviours and/or speech directed to them is unwelcome.
- To practise positive and encouraging behaviours towards their fellow-students.
- To refrain from actions designed to frighten, intimidate or demean other children even under trying circumstances.
- To promptly report to the staff the facts of any inappropriate incident that they have observed in the school or on the bus/train.

f) Working with parents

The school works in partnership with parents to educate them about the school's approach to bullying and skills that they can discuss with their child to use in managing bullying.

- Parents have a responsibility to:
- Keep abreast of current trends regarding bullying and cyber bullying.
- Supervise children's home use of computers and mobile phones, especially when they are accessing social networking sites.
- Support the school when discussing with their child the virtues and appropriate behaviour towards others.

Role and responsibilities of the school

Intervention immediately once information is received by the school. The staff member carrying out these steps would be dependent on the level of bullying noted. The head of school advise which staff member would be best to follow up.

- Talking with the victim, and where appropriate, witnesses or friends.
- Gathering information in regard to any previous incidents or difficulties.
- Interviewing the person reporting the bullying (staff member/student/parent).
- Talking with the perpetrator and explaining and defining the impact of their behaviour.
- Establishing the responsibility for the perpetrator to change their behaviour and suggesting strategies if necessary. This interview should also include a clear statement of the consequences of further bullying.
- Following up with the victim and developing strategies for developing assertiveness and confidence.
- Communicating with parents where appropriate according to age and circumstances.
- Where a group is involved, each member must acknowledge their responsibility, even as a bystander who has allowed the bullying to continue.
- Consideration of intensity, frequency and duration of incident(s).
- Meeting with staff such as the head of school and/or counsellor to assist with restoring relationships following some of the strategies mentioned previously.

Communicating this policy

Audience	Communicated by	Communication Pathway
All teaching staff	Head of school	Staff PD day TASS School Policies

Other linked policies and information

Discipline policy

Student diary

Academic care program

Accident forms

Excursions policy

WHS policy

Responsibilities

Principal

All teaching staff

References


A.S.A.P., A School-based *Anti- Violence Program* (1996)

London Family Court Clinic.

AIS of Independent Schools NSW – Policy Guidance document on Duty of Care (2011)

Version Control

Version number	Date	Head of entity	Amendments
1.1	January 2022	D Clancy	Minor changes to anti-bullying policy from 2014 following advice from AIS>

Approved by principal:  5/1/2022
& council.