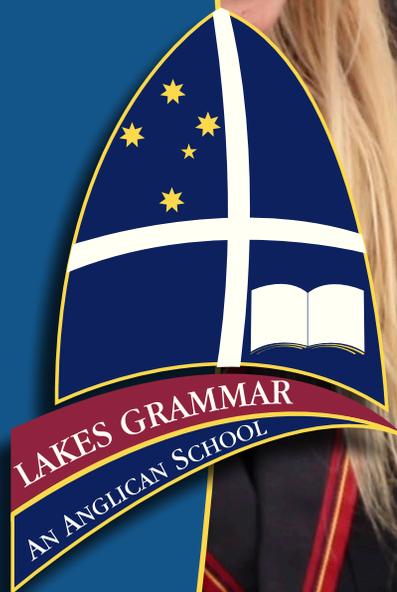


# Anti-Bullying School Policy





**The Lakes Grammar Anti-Bullying policy:**

**Section 1:** Anti-Bullying Policy

**Section 2:** What is Bullying?

**Section 3:** Discouraging Bullying

**Section 4:** Rights and Responsibilities

**Section 5:** What can you do if you feel you are being bullied?

# Section 1: Anti-Bullying Policy

“Do to others whatever you would like them to do to you” Matthew 7:12.

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. This policy sets out the structures and strategies designed to prevent bullying and by which students, who believe they are bullied, are counselled sensitively and effectively. Additionally, it is also provides structure and strategies whereby any incidents of bullying are dealt with promptly and the outcomes achieved are in the best interests of all student/s involved.

At Lakes Grammar we seek to create a school-wide culture that:

- Allows students to flourish, free from any form of bullying.
- Accepts that bullying is not an acceptable behaviour and will not be tolerated, condoned or trivialised.
- Deals appropriately and firmly with students who engage in bullying.
- Provides support to students who are victims of bullying.
- Is aware of what constitutes bullying.
- Has staff, students and parents working together to ensure that Lakes Grammar is free from any form of bullying.
- Accepts that it is the responsibility of all members of the School community to report bullying when they know it is happening or when it is happening to them.
- Seeks to be pro-active in promoting an environment in which everyone interacts respectfully, responsibly and with care.

The purpose of this policy is to promote consistency of approach in decision making towards a bullying-free environment. This is through active prevention strategies where all types of bullying are regarded as unacceptable and, if necessary, having appropriate responses to incidents of bullying that may still occur. At Lakes Grammar this is supported by the Positive Behaviour for Learning (PBL) framework, which has its core messages relating to three key terms - Respect, Responsibility and Care. PBL is used to provide a structure by which students learn, understand and adhere to appropriate and acceptable behaviours. This involves the active development of social and emotional skills that allow all students to flourish.

\*\* Note: Flourish is a term used to indicate healthy and vigorous growth that sees people live with a sense of fulfilment, purpose and joy.





# Section 2:

## What is Bullying?

Bullying is when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults, and will probably continue if no action is taken.

Bullying is a relationship problem and requires relationship-based solutions. These are best solved in the social environment in which they occur; in a child or young person's life, this is most often the school.

### **Bullying is not...**

- Single episodes of social rejection or dislike
- Single acts of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights.

**These actions can cause great distress. However, they're not examples of bullying unless someone is deliberately and repeatedly doing them.**

### **Examples of Bullying**

#### **Verbal**

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic, sexist or racist remarks, or verbal abuse.

#### **Physical**

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property.

#### **Covert or hidden bullying**

This sort of bullying is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes:

- Lying and spreading rumours
- Negative facial or physical gestures, menacing or contemptuous looks
- Playing nasty jokes to embarrass and humiliate
- Mimicking unkindly
- Encouraging others to socially exclude someone
- Damaging someone's social reputation or social acceptance.
- Hiding someone's property

#### **Cyberbullying**

Cyberbullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones and software such as social media, instant messaging, texts, websites and other applications.

Cyberbullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. It includes:

- Abusive or hurtful texts emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in.

Another expression of cyber bullying is sexting. Sexting is taking sexually explicit photos and making them available for others to see via a carriage service such as mobile phone or computer. Sending explicit images of anyone including yourself, is a crime if you are under the age of 18 years. If the person in the picture is under 16 years, it can be a very serious crime resulting in charges of paedophilia and see the person possibly being placed on the sexual offenders list.

# Section 3: Discouraging Bullying

The School seeks to be proactive in an effort to reduce the incidence of bullying by embedding practices into the Positive Behaviour for Learning (PBL) framework. PBL is an approach that provides the tools and practices to help support students and staff and promote positive social and learning environments (Simonson et al., 2008). Utilising Positive Behaviour for Learning for prevention of bullying is designed to decrease incidents of bullying behaviour and teach appropriate behaviours including appropriate responses to bullying for would-be victims, bystanders and educators.

The School will use a variety of methods to discourage bullying. These may vary, when thought appropriate, and new initiatives introduced. The measures that Lakes Grammar incorporates to discourage bullying as an acceptable behaviour include, but are not limited to:

- Implementing the Positive Behaviour for Learning framework.
  - Putting up signage and posters promoting a bullying-free environment.
  - Rewarding students for positive behaviours at assemblies and award ceremonies.
  - Undertaking regular confidential surveys of student wellbeing and bullying behaviour as well as following up on any identified bullies and victims from the surveys.
  - 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.
  - Ensure availability of Chaplains and School Counsellors who have skills in dealing with the victims of bullying and identified bullies.
  - 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.
  - Assigning Prefects to specific year groups in the Senior School to assist as mentors and act as support for students who may be victims of bullying.
  - Implementing a Peer Support program in the Senior and Junior School.
- Promotion of anti-bullying by students through the activities and monitoring of the 'Mental Health Advocacy Program' group.
  - 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 of individual differences.
  - Employing a range of interventions for dealing with incidents of bullying, should they occur, utilising a range of strategies drawn from the six major approaches (Rigby, 2010):
    - Strengthening the Victim
    - Mediation
    - Restorative Practice
    - The Method of Shared Concern
    - The Support Group Method.
    - Traditional Disciplinary Approach

*This includes possible sanctions such as suspension or expulsion.*

- Reviewing the school's anti-bullying policy regularly to ensure it remains effective and relevant.



*Friendship and camaraderie are key values of the school.*

# Section 4:

## Rights and Responsibilities

For the school to succeed in its goal to minimise the occurrences of bullying, there needs to be a commitment from all sections of the community to all facets of bullying prevention, the development of positive behaviours and, where necessary, taking constructive steps when faced with incidents involving bullying behaviours.

All students have the right to flourish, free from any form of bullying.

### Responsibilities of the School

- Provide a safe, secure environment for teachers, students, staff and visitors.
- Provide a supportive community environment which encourages positive relationships between students, teachers and parents/guardians.
- Educate students about acceptable social behaviours through curricular, co-curricular and extra-curricular activities.
- Respond to all reports of bullying within the school community.

### Responsibilities of Staff

- To model appropriate standards in their speech, attitudes, values and behaviours that demonstrate respect, responsibility and care for all types of people.
- To refrain from actions designed to frighten, intimidate or demean students even under trying circumstances.
- To treat seriously any report of bullying and investigate it even-handedly in establishing the facts of the incident.
- To ensure records of such reports are kept on the school's online wellbeing system to assist in the identification of educational processes needed to help each student.
- To actively encourage a culture amongst the students of speaking up against all forms of victimization.
- To actively affirm all students for respectful, responsible and caring behaviours that they display.

- To take appropriate opportunities to educate students on positive behaviours as well as their awareness of unacceptable behaviours.
- To take appropriate opportunities to teach students appropriate social and emotional skills such that they can flourish, even in the face of challenging circumstances.

### Responsibilities of Parents

- To model appropriate standards in their speech, attitudes, values and behaviours that demonstrate respect for all types of people.
- To refrain from actions designed to frighten, intimidate or demean children even under trying circumstances.
- To treat seriously any report of bullying from your child.
- To promptly convey to the school the facts of any incident that has been reported at home.
- To actively teach their children the importance of speaking up against all forms of bullying and of appropriately identifying unwelcome behaviour towards them.
- To actively affirm their children for the positive behaviours that they display.
- To take appropriate opportunities to educate their children and to raise their awareness of unacceptable behaviours.
- To take appropriate opportunities to teach students appropriate social and emotional skills such that they can flourish, even in the face of challenging circumstances.

### Responsibilities of Students

- 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.
- Don't forget Jesus' instruction to do to others what you would want them to do to you.

# Section 5: What can you do if you feel you are being bullied?

## **Students: What can you do if you feel you are being bullied?**

Most bullies want to get a reaction that will give them a sense of control. Therefore it is important not to retaliate or react in a way that encourages the bully to continue.

Understand that bullying is not your fault. The responsibility for the behaviour lies with the bully not those on the receiving end.

If you experience bullying, in the first instance you may:

- Ignore the bullying. Simply walk away from the bully or bullies. Do not show anger; show that you do not care what they say about you. Bullies tease because they enjoy seeing your reaction. If they get no reaction they will eventually stop. It might get worse before it gets better. If it does not get better, then you must tell an adult (see “How to stop being teased or bullied without really trying”, [www.bullies2buddies.com](http://www.bullies2buddies.com)). It would be a good idea to tell your parents at the start about what is happening and how you are trying to deal with it. That way, they can support you and make sure that it does not go too far.
- If the bullying is physical and hurts you, report it immediately to an adult. No-one has the right to hurt you.
- Think about anything in your behaviour that might lead to you being bullied. For example: do you have a habit of calling out silly things to people? Do you try to attract attention to yourself? Do you insult people? Do you boast? Do other students tell you to be quiet? Do you irritate or annoy others? Does your body language suggest that you are always scared and frightened?

**It is important to note that a bully’s behaviour is never acceptable, even if your behaviour might be inappropriate as well. However, positively changing your behaviour or reactions may lead to a positive change in the behaviour of the bully.**

If you can’t handle the bullying on your own, that is, if it does not stop after you have tried to ignore it, then tell an adult. However, you may report any instance of bullying immediately.

This should be done by talking to a class teacher, tutor or the appropriate Year Adviser. It may also be done by sending an email to [bullying@lakes.nsw.edu.au](mailto:bullying@lakes.nsw.edu.au) and giving your name and the details of the incident. Concerns raised in an email will then be referred to the appropriate staff member to be addressed.

**It is important to note that concerns raised about bullying may not be dealt with if they are anonymous. Students must put their name to any report.**

You might prefer to tell your parents before telling a teacher; then your parents can contact the school. Again, concerns raised about bullying may not be dealt with in any cases where anonymity is insisted upon.



### **Peers: What can you do to help someone you feel is being bullied?**

If you witness an incident of bullying you are a **bystander**. Bystanders have important roles to play in helping to stamp out bullying and to support victims. It is the responsibility of those who witness bullying to do something about it.

**Firstly confront the perpetrator.** Tell the bully that you and your friends strongly disapprove of his or her actions by making a clear statement such as, "You need to stop doing that. It is not okay."

**If you are aware of bullying report it to an adult.** The person being bullied may be too scared or upset to tell anyone. Remember that NOBODY deserves to be bullied.

**Offer support to students who are bullied.** Let them know they can do something about it.

### **Parents: What can you do if your child is somehow involved with bullying?**

Some people think bullying is a normal part of growing up and that children need to learn to stick up for themselves. Bullying, however, can make children feel lonely, unhappy, frightened, unsafe and insecure. In serious cases, it can lead to depression and even suicide.

Take an active interest in your child's social development, social life and acquaintances.

Be alert to signs of distress in your child.

#### **Signs of Bullying**

At times bullying may be hard to detect as perpetrators rarely "perform" in view or earshot of staff and victims are often unwilling to admit their situation. The people most likely to know what is going on first hand are other students. Some general physical and behavioural signs that parents and staff should look for include:

- bruises, scratches or cuts that the student cannot really explain

- torn or damaged clothing
- damaged or missing belongings
- headaches, stomach aches and other pains that the student cannot explain
- unexplained tears or depression
- unusual outbursts of temper
- refusal / reluctance to attend school
- not seeking to socialise with peers or participate in other activities
- seeking alternative means or route to/from school
- quality of academic work decreasing

#### **If your child is the victim of bullying:**

- Assure your child that the problem can be solved. Communicate and co-operate with the school until the problem is solved. Re-affirm that bullying is not OK.
- Work with your child in trying to solve the problem, don't try to solve it for them.
- Talk to your child, and help them to understand that it is not their fault.
- Positively reinforce your child's self-esteem and sense of self-worth.
- Ask them what they have done to deal with the bullying and encourage them by giving them strategies that could solve the problem (How not to be a victim). Together, explore possible ways in which to deal with the problem. (See previous section "Students: What can you do if you feel you are being bullied?")
- Discourage your child from retaliating and becoming part of the problem.
- Parents should encourage their children to report all bullying concerns to a staff member. You should be prepared to alert the school yourself, if necessary, by contacting the relevant person. (Class Teacher - JS, Tutor / Year Adviser - SS)
- Keep the communication lines between home and school open.
- Seek resources from school (lifeline, etc.)
- Support the school in its proactive and reactive responses to bullying.

**If your child has been bullying:**

- Talk to your child to find out why they have been behaving in such a manner.
- Talk to your child to ascertain how they are feeling about themselves.
- Attempt to get your child to empathise with the victim. Ask them how they would feel if someone was bullying them.
- Reinforce with your child the need to resolve conflict in a non-aggressive way.
- Model conflict resolution in a positive manner at home.
- Support the school in its efforts to deal with the bullying incidents.
- Discuss issues with your child's Class Teacher (JS) or Tutor /Year Adviser (SS).



Sources for further advice in relation to bullying can be accessed through sites such as:

**BULLYING NO WAY**

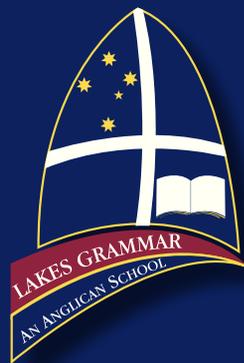
[www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

**NATIONAL CENTRE AGAINST BULLYING**

[www.ncab.org.au](http://www.ncab.org.au)

**Remember: If you are a student, a friend or a parent and you do nothing, you are part of the problem.**

Bullying is against the Beliefs and Vision Statement of Lakes Grammar - An Anglican School and will not be tolerated, condoned or trivialised.



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