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POLICY

Respectful Relationships (Anti-Bullying)

Effective: 27 February 2019

Version: 2

Last updated: 27 February 2019

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1 POLICY

At Joseph Banks Secondary College, all members of our community are committed to ensuring a safe and supportive environment where students, staff and visitors have the right to be respected and have a responsibility to respect each other. **Bullying** is damaging, anti-social and unacceptable at Joseph Banks Secondary College, where we seek to create a culture that allows all students and staff to flourish free from discrimination, harassment or any form of bullying.

We aim to provide an environment that is physically, emotionally and intellectually safe for all members of our school community.

2 RATIONALE

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying.

3 DEFINITIONS

Term	Definition
Verbal bullying	The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
Emotional/Psychological bullying	Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
Relational bullying	Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.
Physical bullying	Includes repetitive low level hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.
Cyber bullying	Involves the use of information and communication technologies such as email, text messages, air dropping, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

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Term	Definition
Bystanders	Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves. Sometimes bystanders can assist bullying without being aware of their actions. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any members of a school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

4 RIGHTS AND RESPONSIBILITIES

At Joseph Banks Secondary College, our Foundation staff and students have developed a Code of Conduct. In addition to our Code of Conduct all members of our community share the following rights and responsibilities.

Members	Rights	Responsibilities
All students, teachers, parents, wider school community	<ul style="list-style-type: none"> are safe and supported in the school environment are included are treated with respect 	<ul style="list-style-type: none"> participate and contribute to school positive behaviour programs build positive relationships demonstrate respect and tolerance towards others
School leadership	<ul style="list-style-type: none"> is supported in developing the school's plan to prevent and effectively manage bullying is supported in implementing the strategies and programs under the school's plan 	<ul style="list-style-type: none"> provides leadership in resourcing the school's plan ensures the school community is informed of the plan implements the plan supports staff to implement the strategies and programs under the plan

Members	Rights	Responsibilities
Staff	<ul style="list-style-type: none"> feel safe and supported in the workplace are informed of the school's plan on bullying have access to professional learning in preventing and effectively managing bullying have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning) 	<ul style="list-style-type: none"> promote and model positive relationships participate in developing the school plan identify and respond to bullying incidents deliver the strategies and programs to students in responding to bullying effectively promote effective bystander behaviour promote social problem solving use appropriate terminology when referring to bullying and the students involved
Students	<ul style="list-style-type: none"> have access to curriculum that supports the building of resiliency and social skills are informed of the school's plan on bullying are provided with supports to stop bullying 	<ul style="list-style-type: none"> understand and value the concepts of inclusion and tolerance identify and respond effectively to bullying are aware of themselves as bystanders seek help for themselves and others as needed
Parents	<ul style="list-style-type: none"> are treated with respect are confident their children are provided with a safe and supportive school environment are provided with access to information on the prevention and management of bullying are informed of the school's plan and opportunities to participate 	<ul style="list-style-type: none"> support and encourage children to treat others with respect and tolerance act in accordance with the school plan if they observe/ know about bullying encourage children to report bullying incidents work effectively with the school in responding to bullying
Wider community: including other professionals	<ul style="list-style-type: none"> are strategically included in prevention and bullying management 	<ul style="list-style-type: none"> provide support and input into the school's approach to preventing and managing bullying

5 WHOLE SCHOOL PREVENTION STRATEGIES

At Joseph Banks Secondary College we will:

- promote collaborative relationships between the school, parents and the wider community to develop and implement school based strategies and programs with students;
- develop a whole-school Positive Student Behaviour plan based on the teaching and recognition of respectful and positive social behaviour;
- develop active, trusting relationships within the whole school community;
- provide professional learning for staff and parents in identifying, preventing and addressing bullying;
- promote a school culture that seeks to be proactive and restore relationships affected by persistent or unresolved conflict;
- promote positive staff role modelling; and
- regularly evaluate and review strategies.

6 TARGETED INTERVENTION

Joseph Banks Secondary College will identify and respond to bullying behaviours early. Targeted early intervention strategies include:

- raising awareness and implementing programs - to address specific forms of bullying, such as cyber-bullying and racism;
- identifying and targeting early signs of problematic peer relationship issues within the college community;
- identifying individuals and groups at risk that require targeted programs;
- teaching positive bystander behaviour to targeted groups or for specific situations;
- teaching positive social behaviour to identified students and groups;
- providing access to specialist/pastoral care staff and case management processes for students at risk of being targeted, or those who demonstrate bullying behaviour; and
- promoting the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.

7 INTERVENTION FOR BULLYING INCIDENTS

Joseph Banks Secondary College procedures for responding to incidents of bullying include:

- staff being provided with support and training to manage bullying situations as they occur;
- processes for reporting incidents or identifying a student who requires support
- intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem solving are used for responding to bullying incidents. **At Joseph Banks Secondary College we refer to this as Restorative Practice;**

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- recording and monitoring bullying incidents and interventions using SEQTA, and informing - and keeping parents updated;
- supports for students to promote recovery and resilience; and
- case management of students involved in persistent bullying.

At Joseph Banks Secondary College, we encourage students to do the **RITE** thing:

R- Recognise you have the right to feel safe and operate in a bully free environment

I- Inform the bullies you want them to stop

T- Tell a responsible adult

E- Evaluate the situation - if it does not improve, seek further assistance.

8 RELATED DOCUMENTS

Category	Document title
Related Department Policies	<ul style="list-style-type: none"> • Student Behaviour Policy
Joseph Banks Secondary College Policies	<ul style="list-style-type: none"> • Code of Conduct • Whole College Positive Student Behaviour Support Plan

9 CONTACT INFORMATION

Title	Contact
Policy Owner	Eleanor Hughes Foundation Principal 9303 7400

10 HISTORY OF CHANGES

Effective date	Last updated	Policy Version	Notes
1/02/2017	1/02/2017	1	First Version
27/02/2019	27/02/2019	2	Second Version

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Appendices

Appendix A Websites relating to bullying

Websites relating to bullying which may provide useful information for parents/carers and students:

<http://www.headspace.org.au/is-it-just-me/find-information/bullying>

<http://au.reachout.com/bullying>

<https://www.youthbeyondblue.com/understand-what's-going-on/bullying-and-cyberbullying>

<https://esafety.gov.au/?from=cybersmart>

<http://friendlyschools.com.au>

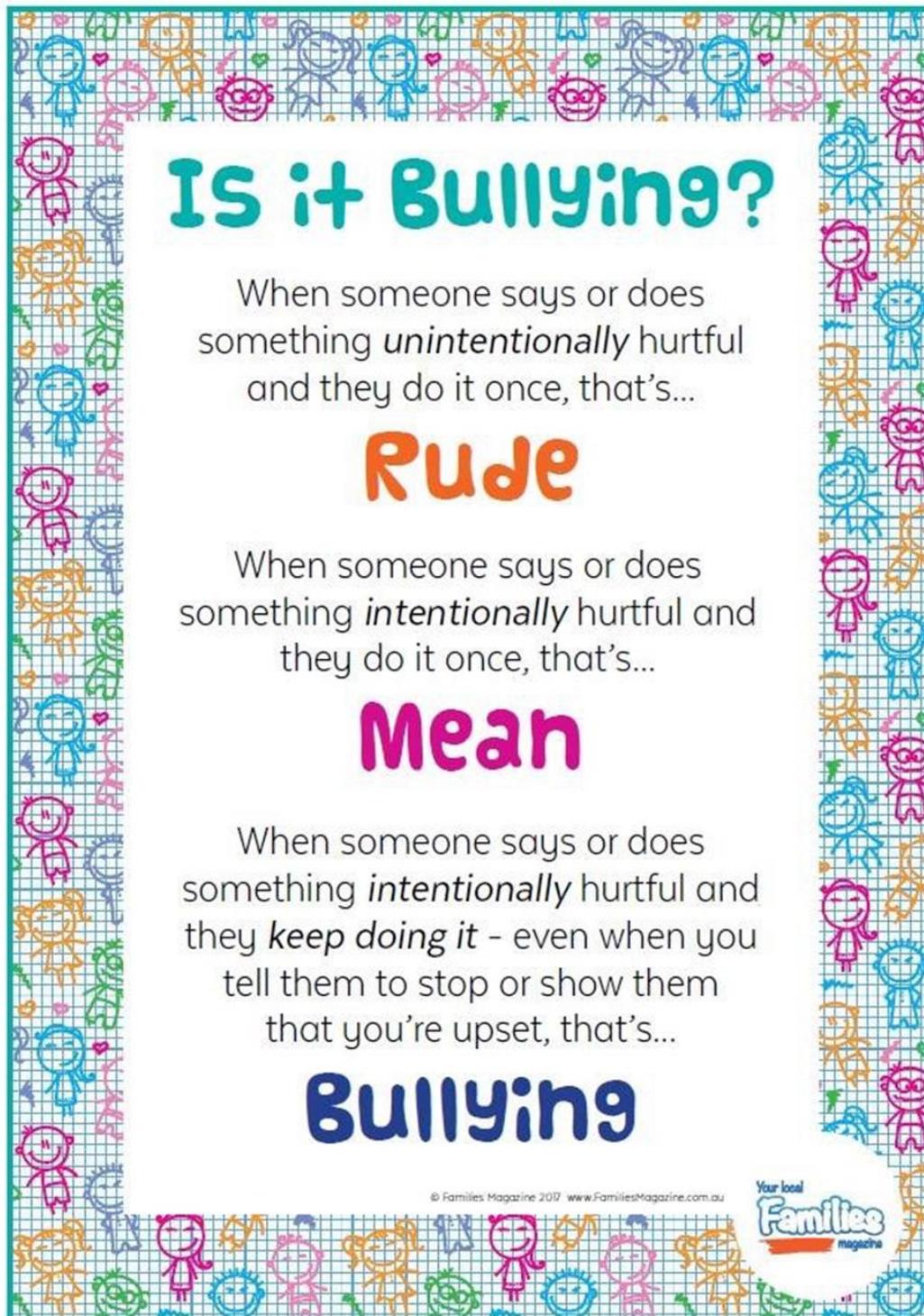
<http://www.mindmatters.edu.au/about-mindmatters/news/article/2015/04/22/online-information-session-on-recognising-warning-signs>

<https://education.gov.au/bullying-research-projects>

<http://www.thinkuknow.org.au/site/cyberbullying>

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Appendix B Poster: Is it bullying?



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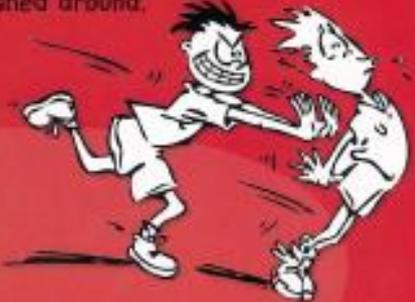
Appendix C Poster: What is bullying?

What is bullying?

Bullying is:
When these things happen again and again to someone and it is hard for the student being bullied to stop these things from happening.



Physical
Being hit, kicked or pushed around.



Exclusion
Being ignored, left out on purpose or not allowed to join in.

Threats
Being made afraid or getting hurt.



Verbal abuse and teasing
Being made fun of and teased in a mean and hurtful way.



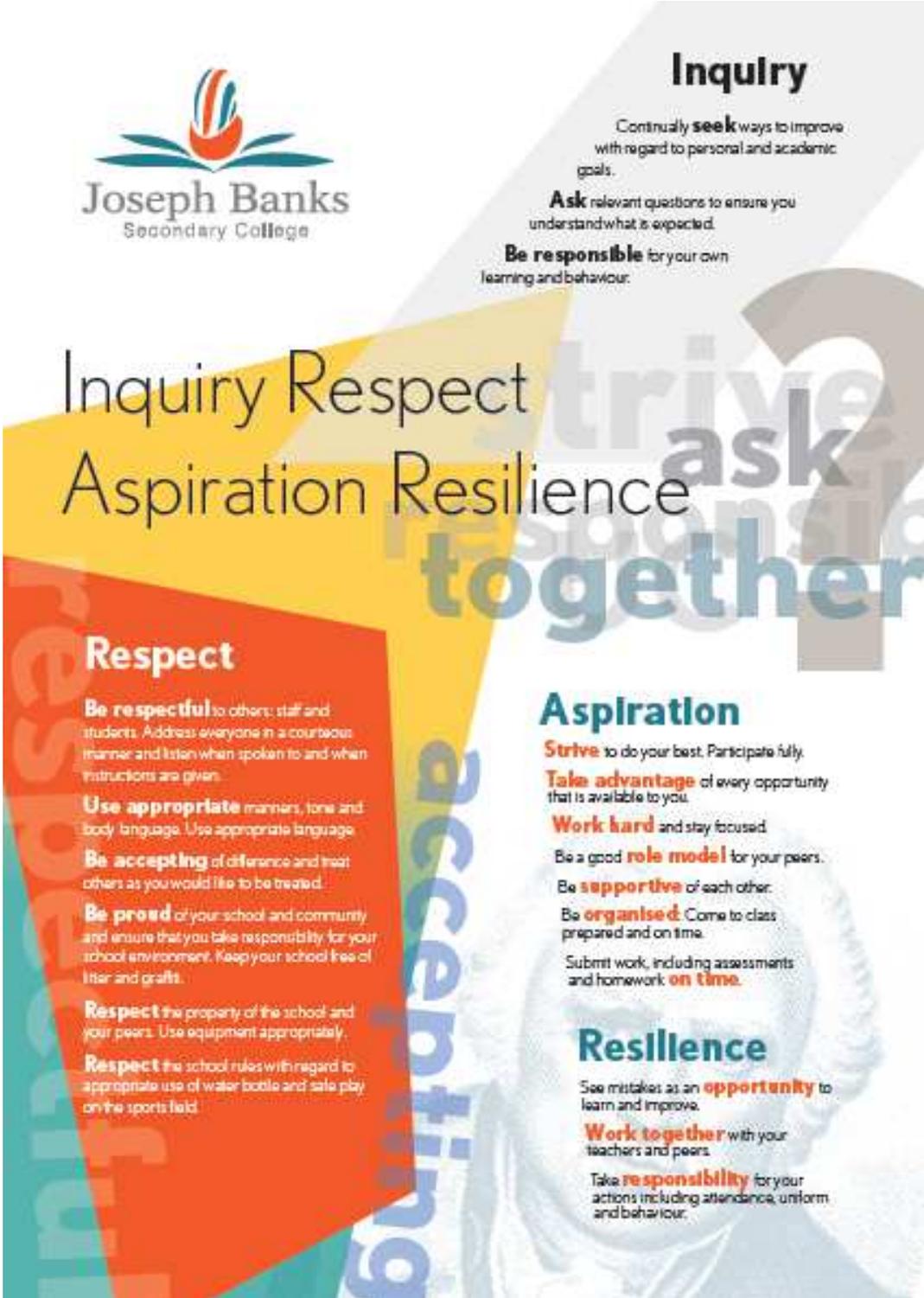
Lies or rumours
Lies or nasty stories are told about someone to make other kids not like them.



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Appendix D Poster: Code of Conduct



The poster features the Joseph Banks Secondary College logo at the top left. The central theme is 'Inquiry Respect Aspiration Resilience' with the word 'together' at the bottom. The background includes a large question mark and the word 'aspire'.

Inquiry
Continually **seek** ways to improve with regard to personal and academic goals.
Ask relevant questions to ensure you understand what is expected.
Be responsible for your own learning and behaviour.

Respect
Be respectful to others: staff and students. Address everyone in a courteous manner and listen when spoken to and when instructions are given.
Use appropriate manners, tone and body language. Use appropriate language.
Be accepting of difference and treat others as you would like to be treated.
Be proud of your school and community and ensure that you take responsibility for your school environment. Keep your school free of litter and graffiti.
Respect the property of the school and your peers. Use equipment appropriately.
Respect the school rules with regard to appropriate use of water bottle and safe play on the sports field.

Aspiration
Strive to do your best. Participate fully.
Take advantage of every opportunity that is available to you.
Work hard and stay focused.
Be a good **role model** for your peers.
Be **supportive** of each other.
Be **organised**. Come to class prepared and on time.
Submit work, including assessments and homework **on time**.

Resilience
See mistakes as an **opportunity** to learn and improve.
Work together with your teachers and peers.
Take **responsibility** for your actions including attendance, uniform and behaviour.

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Appendix E Choice Theory – William Glasser

E.1 Connecting Mindfully

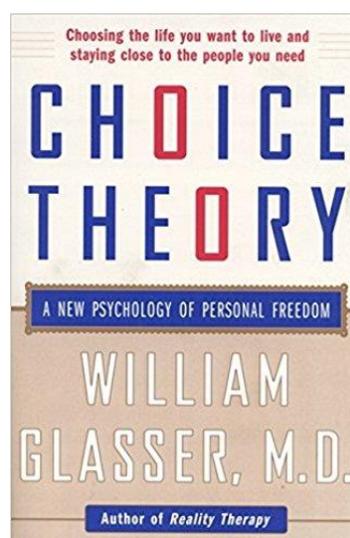
Effective relationships with your teen can be established through seven caring habits:

1. Supporting
2. Encouraging
3. Listening
4. Accepting
5. Trusting
6. Respecting
7. Negotiation difference

E.2 Disconnecting Minds

Fracturing real relationships with your teen through seven deadly habits:

1. Criticising
2. Blaming
3. Complaining
4. Nagging
5. Threatening
6. Punishing
7. Bribing, rewarding to control



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