

Anti-Bullying Policy and Procedures

Rationale

Baldivis Secondary College is committed to providing safe, secure and stimulating environments for all students, and provides a range of anti-bullying policies and strategies for us to deliver on this commitment.

At Baldivis Secondary College, students are encouraged to be considerate, courteous, responsible and respectful. In accepting that each person is unique, staff and students do not tolerate bullying in any form.

This policy seeks to further enhance the College tone by addressing the problems of teasing and bullying, ensuring that all members of the school community feel safe and happy in the school environment.

There are two components to effective anti-bullying practice; preventing bullying incidents and responding to them. The most effective interventions are sustained over the long-term, developed with staff, students, parents/carers as partners, monitored and evaluated as circumstances change, and supported by a College ethos that inhibits bullying and promotes empathy and respect for diversity. Research shows that the most effective anti-bullying policy will usually include a range of strategies that can be adapted to suit particular incidents and be built around a whole College approach.

Bullying behaviour within our school is addressed as part of our Student Management Policy and **Duty of Care** obligations. We believe that building positive relationships, engaging all students in effective programs, using **AVID strategies to enhance the relational capacity** of students and build class community, as well as providing College-based support are positive and practical ways of **ensuring a safe and supportive College environment**.

Guiding Principles:

- We acknowledge that Bullying is not a conflict; it is a form of victimization.
- Baldivis Secondary College is committed to providing a safe environment for its students, staff and parents as defined in the National Safe Schools Framework.
- Bullying in any form will not be tolerated;
- The College will seek to support all parties involved in bullying, including the victim, the perpetrator and the bystanders;
- The College will develop resilience in its students through formal teaching, its pastoral care program and its College structures; and
- Where appropriate, the College will work with the parents of the students involved in bullying to ensure that all parties are safe.

Outcomes Sought by the College:

- Students receive support from teachers and peers while at the College. In addition to this, students are encouraged to recognise and access resources that are external to our College that will support their right to feel safe and happy (e.g. Kids' Helpline, Reach Out);
- Students will be self-regulating, aware, resilient and effective communicators;
- There will be a reduction in the incidence of teasing and bullying; and
- College staff have a clear mandate to act on teasing and bullying with clear consequences for these behaviours.

Definition;

“Bullying is when someone, or a group of people, upset or create a risk to another person’s health and safety – either psychologically or physically – or their property, reputation or social acceptance on more than one occasion.”

- The Victorian Department of Education and Early Childhood Development

Bullying is a form of aggressive behaviour and can be differentiated from teasing and violence in three ways:

1. Bullying is often a deliberate hurtful action directed towards another person or persons, by one or more persons.
2. Bullying is repetitious in nature, where incidents occur more than once and are not random acts. However, severe ‘one-off’ bullying also occurs and is recognised as potentially very harmful.
3. Bullying usually involves a person having more power or strength at the time.

As distinct from playful teasing, bullying is a mean action intended to hurt the target and create subordination as well as a feeling of superiority for the bully.

Types of Bullying

There are a variety of categories and examples of bullying behaviour including:

Direct Physical Bullying: hits, trips, pushes, pokes, damages property, physically threatens, gives intimidating looks, steals property, touching and brushing up against (sexual nature).

Direct Verbal Bullying: calls names, insults, makes homophobic remarks, makes racist remarks, verbally abuses name, family, religion, disability, or other individual characteristic of “target,” laughs at, puts down, threatens, sexual joking and innuendo.

Indirect Bullying: sometimes referred to as ‘Social Bullying’, this form of bullying is harder to recognise and is often carried out behind the bullied student’s back. It is designed to harm someone’s social reputation and/or cause humiliation): lies and spreads rumours, plays nasty jokes to embarrass and humiliate, mimics, deliberately leaves “target” out of activities, encourages others to socially exclude someone, damages someone’s social reputation and social acceptance.

Cyberbullying: More recently, a new form of bullying has appeared. Cyberbullying involves being cruel to others by sending or posting harmful material of engaging in other forms of social aggression using the Internet or other digital technologies (Willard, 2007). Some of the main forms of cyberbullying include:

- Flaming: online fights using electronic messages with angry or vulgar messages.
- Harassment: Repeatedly sending nasty, mean and insulting messages.
- Denigration: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships.
- Outing: Sharing someone’s secrets or embarrassing information or images online.
- Exclusion: Intentionally and cruelly excluding someone from an online group.
- Cyberstalking: Repeated, intense harassment and denigration that includes threats or creates significant fear.

Important Note: Bullying is not one-off incidents of name calling, exclusion, physical harm, etc.

Risk and Protective Factors

Risk and Protective Factors Related to the School Environment

| Risk Factors | Protective Factors |
|---|--|
| <p>Inefficient Classroom Management</p> <p>Produce feelings of vulnerability amongst students with the use of inconsistent behaviour management techniques, nick names, put downs, classroom shaming, and splitting-language</p> | <p>Effective Classroom Management</p> <p>Empower students with the use of consistent behaviour management techniques, positive reinforcement for appropriate behaviour and classroom specific unified language</p> |
| <p>Insufficient Knowledge of Bullying</p> <p>Little knowledge of what constitutes bullying, where it happens, the consequences of bullying, and how to stop it</p> | <p>Sound Knowledge of Bullying</p> <p>Knowledge of what constitutes bullying, where it happens, the consequences of bullying, and how to stop it</p> |
| <p>Idle Supervision</p> <p>Failing to actively interact with students and to provide 'safe havens' in all areas of school</p> | <p>Active Supervision</p> <p>Using time effectively to actively interact with students and to provide 'safe havens'</p> |
| <p>Overlooking Positive Behaviour and Pro-Social Interactions</p> | <p>Reinforcing Positive Behaviour and Pro-Social Interactions</p> |
| <p>Zero Tolerance 'Punitive' Response</p> <p>Use of negative consequences of increasing severity to 'motivate' student to refrain from bullying</p> | <p>Zero Tolerance 'Developmental' Response Use of a variety of educational and supportive efforts (e.g., restorative questioning) in response to bullying and the use of, when necessary, negative consequences</p> |

Risk and Protective Factors Related to the Peer Environment

| Risk Factors | Protective Factors |
|--|--|
| <p>Peer Reinforcement of Bullying Bystander Apathy</p> | <p>Peer Reinforcement for Stopping Bullying</p> |
| <p>Seeking to be a Group Member of a High-Status Group of Students who Bully Others</p> | <p>Wanting to be a Group Member of a Group of Students who do not Condone Bullying</p> |
| <p>Feeling of Power, Control and High Social Self Worth by Means of Bullying</p> | <p>Feeling of Power, Control and High Social Self Worth without the Means of Bullying</p> |

Risk and Protective Factors Related to the Family Environment

| Risk Factors | Protective Factors |
|---|---|
| <p>Poor Relationship with Parents, Low Parental Warmth</p> <p>Having the perception that parents do not care about you, are rejecting of child and where few signs of love and affection are in evidence</p> | <p>Positive Relationship with Parents, High Parental Warmth</p> <p>Parents spend time listening and provide physical signs of love and affection</p> |
| <p>Poor Relationships with Family Members</p> <p>Sibling conflict/rivalry and little support from extended family</p> | <p>Positive Relationships with Family Members</p> <p>Grandparents and extended family are around to provide care and support of child and family</p> |
| <p>Authoritarian Parent</p> <p>Excessive number of rules rigidly enforced with harsh consequences</p> | <p>Authoritative Parenting</p> <p>Behavioural expectations are communicated to child with explanations and consequences for poor behaviour are calmly implemented</p> |
| <p>Inappropriate Modelling of Emotions and Bullying Behaviour</p> <p>Parents display poor emotional control of anger; bullying in evidence between parents and/or between parents and children</p> | <p>Appropriate Modelling of Emotions and Behaviour</p> <p>When frustrated or not having their wishes immediately met, parents display assertive skills as well as emotionally controlled responses</p> |

Risk and Protective Factors Related to Psycho-Social Characteristics of Bully

| Risk Factors | Protective Factors |
|--|--|
| <p>Aggressiveness, pessimism, external locus of control, poor empathy, poor conflict resolution and anger management skills, poor social skills, low self-esteem, poor resilience, poor work orientation skills (e.g., disorganisation, poor time management, low work confidence, procrastination, poor teamwork) and educational under-achievement</p> | <p>Optimism, internal locus of control, good social skills, positive work orientation (learning capabilities are age-appropriate such as work confidence, persistence, organisation, teamwork) resilience and achieving to potential</p> |

Responding to the Target of Bullying Behaviour

It is important to be able to choose from options of things to say and do when faced with an incident of bullying. The following list of practices should not be seen as representing, sequential steps but rather a set of attitudes and actions to support the 'victim' of bullying behaviour.

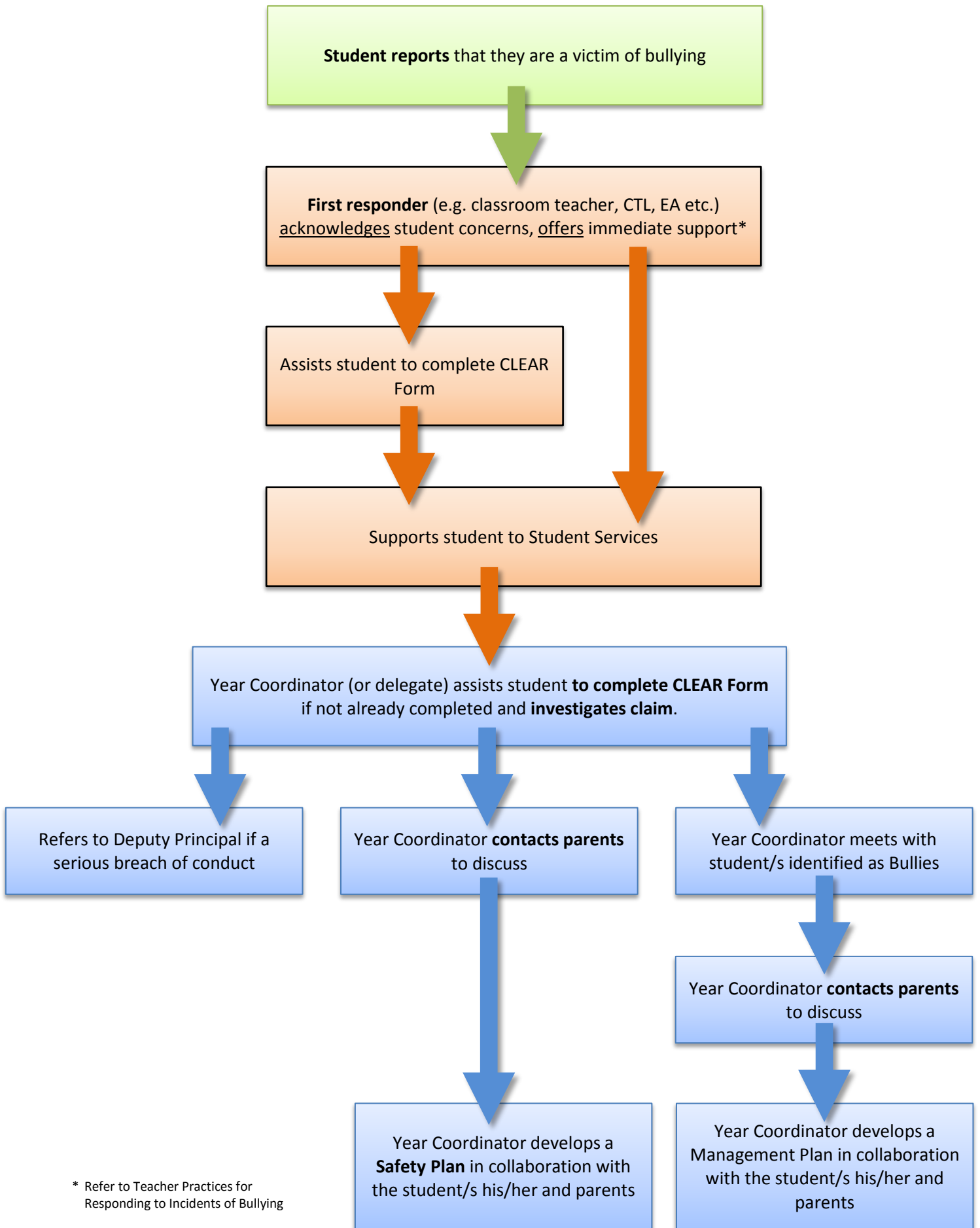
- **Never tell the student to ignore the bullying.** What the youngster may "hear" is that you are going to ignore it. (And, if the student was able to simply ignore it, he or she likely would not have told you about it!)
- Help the student to **write down details** using the *Student Services Report Form* (if available). It might be helpful for you to write down the information. Ask clarifying questions if you need to.

- **Don't blame the student** who is being bullied or assume that the youngster did something to provoke the bullying.
- **Listen carefully** to what the student tells you about the bullying. Ask him or her to describe who was involved and how and where each bullying episode happened.
- **Learn as much as you can about the bullying tactics** used (e.g., who? when? where? and witnesses?)
- **Empathize.** Tell him/her that bullying is wrong, not their fault, and that you are glad he or she had the courage to tell you about it. Ask what he or she thinks can be done to help. Assure him or her that you will think about what needs to be done and you will let him or her know what you are going to do.
- Even if you disagree with how the student handled the situation, **don't criticize.**
- **Do not encourage physical retaliation.** Hitting another student is not likely to end the problem, and it could get him/her suspended or expelled or escalate the situation.
- **Check your emotions.** A protective instinct stirs strong emotions. Seek support from colleagues if necessary.

When it has been observed, reported or confirmed that a student has been bullied:

1. Speak with the targeted student at a time as close to the bullying incident as possible and indicate that the incident has been documented by the College. State that the College has no tolerance for bullying behaviour. Indicate that the student who is bullying will be talked to and all actions will be taken to ensure that no further bullying occurs.
2. Help the targeted student identify safe havens during non-class time before, during and after schools and at lunchtimes where he/she will be safe.
3. Indicate that you would like to meet with the student the following day or shortly thereafter to see if the bullying has stopped.
4. At a suitable time in terms of schedules, speak with the targeted student to learn what happened. Sometimes, this can happen after a meeting with the student who has bullied. This can help protect the student who has been targeted from retaliation by the other student as a result of disclosing details of the incident. Ask about how the student felt about being bullied and provide empathic statements (e.g., "It must feel scary to be bullied like that." "It is unfair. I understand that you would be angry."). Brainstorm with targeted student what to do and say to the student who is bullying and who to report to if the bullying occurs again.
6. Through discussion with the targeted student and others who know the student, determine whether the student would profit from counselling sessions where resilience (management of emotions), conflict management/friendship making skills, assertion and other coping skills can be taught to empower the student to cope with bullying and form, if necessary, stronger relationships with his/her peer group. The student can be provided with positive self-talk that can help the student cope with the anticipatory anxiety surrounding possible future acts of bullying (e.g., "I can cope with this." "It's not the end of the world."). When evidence exists, ways that the targeted student may be "inviting" the bullying behaviour can be discussed.
7. Decide if the targeted student would profit from forming a peer support relationship with a student who has been trained in peer support. Alternatively, determine whether there is a teacher or other staff member who could act as the student's "secret friend" who the student can go to if further incidents of bullying occur.
8. Communicate with the parents of the targeted student to reassure them that specific things are being done to help the targeted student be safe as well as to cope with any future incidents of bullying. Indicate how the College is responding to the students who have been bullying.
9. There is no evidence that conflict resolution or peer mediation stops bullying.

Bullying Victim Response Flow Chart



* Refer to Teacher Practices for Responding to Incidents of Bullying

From CLEAR to ACTION

Examination of the literature on bullying intervention programs suggests that most of the current programs emphasise the use of universal interventions that rely on contextual strategies to prevent and address the incidence of bullying. Universal interventions are practices that affect the entire population of children or youth within a particular context, e.g. a school.

However, given the individual characteristics associated with bullying, in many cases a more personalised approach is needed. To develop an **effective personalised intervention strategy**, the following three variables need to be considered:

1. The **Victim**
2. The **Perpetrator/s**; and
3. The **Environment**

as invariably these three elements all play a role in escalating the conflict in the first place and developing a peaceful and sustainable solution from which to move forward.

Victim

Consider if any of the following characteristics are evident:

- Low self- confidence
- Anxiety
- Fearfulness
- Submissiveness
- Depression or sad appearance
- Limited sense of humour
- Poor social skills
- Low popularity
- Few or no friends
- Excessive dependence on adults
- Different in physical or cultural characteristics, who is envied by the bully, or who is competing with the bully for dominance in the social group

Ask yourself these questions:

- Are there any **behaviours** that are triggering the bully? What are they?
- What **skills** does this individual need in order to build good peer relationship and problem-solving abilities.

Perpetrator

Consider if any of the following characteristics are evident:

- Have a need to control and dominate others
- Are quick tempered and impulsive
- Take pleasure in seeing someone or an animal in distress
- Find it difficult to see a situation from another person's point of view
- Refuse to take responsibility or deny wrong doing
- Blame the target or say they deserved what they got
- Good at talking their way out of situations
- Intolerant of differences
- Feel superior
- Insensitive to the feelings or needs of others -- a lack of empathy

Ask yourself these questions:

- What **specific behaviours** is the perpetrator demonstrating?
- What is the **motivation** to this behaviour?
- What **skills** does this individual need to develop in order to demonstrate more appropriate behaviours towards others.

Environment

Students should also feel and be safe everywhere on campus—in the cafeteria, in the library, in classrooms, on the bus, and in the yard.

Ask yourself these questions:

- Where does it happen?
- When does it happen? In class? In the yard?
- Who is around?
- What can be done to control the environment?
- Who needs to know?

Programs to Support the Development of Socio-emotional Skills

Student Services Programs and Initiatives currently running

- Reading group with Primary School (Year 8)
- Girls Group weekly his term and next for 6 weeks each (Year 7 and 8)
- Positive Behaviours Program (Year 10)
- ABCN Focus Program and Interview to Impress. (Year 10)
- Difference Makers: Year 6 transition program run at the primary schools
- My Potential: small group experience where students work out success strategies that will improve their results, behaviour, engagement
- Student Leadership: training and equipping young leaders
- The Wednesday Thing: Wednesday lunch activity program.
- Spires Survivor Challenge: Thursday Lunch activity program (external volunteers run)
- Friday Fun: Friday lunch activity program (student run)
- The Sanctuary: mental health peer support program (student run)
- Boomer Shield: rego engagement and culture building program
- Drumbeat: building resilience through rhythm.
- Anti-bullying program
- Breakfast Club
- Pink Stumps Day
- Year 7 Camp
- Year 10/11 ATAR Retreat
- Year 10 River Cruise
- Year 11 Dinner Dance
- Year 12 Ball
- Beach Day
- Armed for Life (Years 7 and 8)
- Surf Online Safe (Years 7 to 12)

Baldivis Secondary College

- GRIP Leadership Conference (Years 8 to 10 Student Leaders)
- Jade Lewis Presentation (Year 10)
- Tuning into Teen (Parent Information)
- Youth Focus parent evening on Mental Health (Parents)
- ADF Buddy Day (engaging with local PS)
- ADF Milo Club
- Movie Rewards Day
- ADF Naval Base Tour
- African Drum Beat (Year 8)
- VIVO and VIVO Shop
- Baldivis Got Talent
- Freddo Frog Cup
- Leavers Jackets

Student Services Programs and Initiatives in development

- Following up from screen ages, thinking about starting a small girls group around self-image and healthy lifestyles.
- A coming of age program to work with disengaged students Year 8 to 11.
- Fundraising/special event program that takes passionate young people through a process of equipping and empowerment to run an event of their own. (Non-leadership students).
- E-Sports: Online Gaming Club and Competition.
- Year Coordinator investigating running a small girls.
- Young Mens' Wellness Program run in collaboration with Golds Gym (Year 9).
- Teacher/Student Mentor Program - Year 7 - 12 Teachers buddy up with one to two students and support them with their **LOW-LEVEL** health and wellness.

Responding to Incidents of Bullying

Students are encouraged to report incidences of bullying using the **Student Services Report Form** and handing it in at the Student Services Centre or to one of their classroom teachers.

Record-keeping is critical in the management of student behaviour and databases will be used to keep people in touch with children who tease and bully. Teachers have access to the database and will be provided with feedback about children in their classes.

It is important that all members of staff know who is taking the responsibility for responding to a student who has bullied. There needs to be an explicit line of responsibility that identifies people who can be called on when necessary to become involved with a student who bullies.

Four general levels of response are suggested.

Level 1: It is generally agreed, that teachers who confront an incident of bullying (observed or reported) have the **initial responsibility for taking positive action** using different practices such as assertiveness, restorative questioning and one-to-one discussion.

Level 2: The next level of response after teacher action is the Year Coordinator to whom a teacher reports an incident of bullying.

This person has appropriate knowledge and training to be able to offer the teacher additional support for responding to the student who has bullied as well as to intervene directly with the student (as well as target, bystanders) and parents to try to resolve any outstanding issues.

Level 3: When efforts do not produce significant changes to a student's bullying behaviour, then a more formal referral can be made to a the Year level Deputy Principal

At this level, the Deputy Principal and Year Coordinator would gather information to formulate a plan of intervention that would be communicated to the student, teacher(s) and parents. For referred students who are functioning at a high level of well-being, achievement and who come from generally supportive home and community backgrounds, the plan could involve the use of a behavioural contract, 1:1 social and emotional mentoring (resilience, conflict resolution, empathy training), restorative meetings, restorative conferences and more intensive work with parents. For referred students who are functioning at lower levels of wellbeing (additional emotional and behavioural difficulties), under-achievement, delays in resilience, social skills and values, learning capabilities and who have weaker connections with positive adults and programs in their school, home, and community, individualised, strength-building plans can be developed and implemented.

Level 4: For those students who present with significant mental health problems (e.g., conduct disorder, ADHD) along with bullying behaviour, the Year level Coordinator and/or Year level Deputy Principal may make a referral of the student and his/her family to an outside community health agency or private mental health practitioner who can offer a greater range of family support services and types of counseling and therapy.

The flowchart on page 10 summarises College procedures for responding to a student who bullies.

Baldivis Secondary College

The flowchart below summarises College procedures for responding to a student who bullies.

Level 1: If the bullying incident is minor or first-time occurrence, teachers may elect to use one or more anti-bullying practices:

Teacher uses one or more anti-bullying practices (e.g., stopping the bullying/re-statement of rules and consequences, restorative questioning, think time detention, private conference, shared control discussion). If the student does not take control over his/her behaviour, a Bullying Incident Report Form should be completed and submitted to the Year Level Coordinator.



Level 2: If the bullying behaviour continues or in instances of severe bullying behaviour, a referral should be made to the Year Coordinator.

Here, the Year Coordinator may meet with the student to develop a behaviour contract, provide discussion/mentoring of different social and emotional learning competencies including structured learning activities, conduct a restorative conference separately with the perpetrator and “target”



Level 3: For “at risk” students (many risk factors, few protective factors) whose bullying behaviour is severe and for other non-at risk students whose bullying and other aggressive behaviour is resistant to change, an individual “strength building” plan should be developed in consultation with student, parents/carers and teacher

Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student’s inner social and emotional strengths (skills, values).



Level 4: Students whose severe bullying behaviour resist school efforts and represent a significant threat to the safety and wellbeing referred to outside agencies for evaluation.

Year Coordinators are familiar with community agencies and organisations that can offer more intensive services to the student and student’s family.

Summary of College-Wide Practices for Responding to Incidents of Bullying

All teachers (staff, administrators) should be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. The following is a summary of some of the appropriate responses staff could use:

The Importance of Having a Positive Mindset

Confronting students who have bullied requires a high amount of self-control as well as preparation to know what to say and do. The following are important ingredients to having a positive mindset.

- “Be Calm”** In order to respond effectively to incidents of bullying, it is very important to be clear thinking and emotionally in control.
- “Be Positive”** When confronted with an incident of bullying, have in mind the importance of maintaining a positive relationship with the student. A student is much more likely to modify his/her behaviour if he/she perceives that a teacher cares.
- “Be Assertive”** When a student through bullying behaviour violates the right of one or more students to be safe, it is very important that teachers directly and clearly express their thoughts, feelings and expectations concerning the need for the student to not only stop bullying, but also to make restitution with the “target.”
- “Be Confident”** While interacting with a student who has bullied another, it is important to have trust in yourself that you will be successful in implementing practices that can have an impact on the student’s future behaviour.



Teacher Practices for Responding to Incidents of Bullying

It is important to be able to choose from options of things to say and do when faced with an incident of bullying. The following list of practices should not be seen as representing, sequential steps but rather are different options.

When mild bullying behaviour is beginning to be displayed by a student, the following non-confrontational, indirect influence strategies may be used:

- Practice 1: Physical Proximity** Walk over and stand next to the student while you continue your class.
- Practice 2: Non-Verbal Prompting** Walk past the student and touch student’s papers or gently tap the student’s chair.
- Practice 3: Offer Learning Support** Quietly say: “You seem like you are struggling. Can I give you some help or can you handle this?”
- Practice 4: Re-Direction** Change task that student is doing that has immediately preceded the student’s bullying behaviour (e.g., Say: “Rather than finishing reading this article, can you use the computer to find some more references on this topic?”).

| | | |
|---------------------|---|--|
| Practice 5: | Assertive Communication of Zero Tolerance of Bullying with Follow-Up Reminder of School Expectations | Intervene immediately in a calm but firm (assertive) way to stop the bullying and reassure the student being bullied that actions will be taken to stop bullying. Remind the perpetrator of school expectations and consequences for continued bullying behaviour. If the bullying is minor, this practice can be implemented at a later time so that the target of the bullying is not humiliated or embarrassed. |
| Practice 6: | School-Wide Monitoring of Safety | All teachers are asked to monitor the behaviour of the perpetrator and the safety of the target on a school-wide basis. "Safe havens" are identified. |
| Practice 7: | Restorative Questioning | On the spot, engage the student who has bullied another student in a series of self-reflective, restorative questions (e.g., "How has the person been affected by your behaviour?") directed at increasing empathy and having the student who bullies take responsibility for making the situation better for the "target" (e.g., "What do you think you need to do to make things right?") |
| Practice 8: | Think Time Detention | During recess or lunchtime, student asked to respond to a series of structured questions involving what happened, who was responsible, impact of their behaviour on other student(s) and new, positive behavioural choices reviewed. |
| Practice 9: | Hold a Private Conference | When a strong positive relationship exists between a teacher and the student who is bullying, a meeting can be organised where the student is asked by the teacher to make changes in his/her behaviour because of the harm it is doing to another and because of the negative consequences it ultimately has on the student who is bullying. |
| Practice 10: | Expectation Discussion | Meet with the student and ask student about the school's rule or expectation about how to treat other people and what he/she plans to do in the future with regards to the student he/she has bullied |
| Practice 11: | Shared Control Discussion | In a discussion, enable the student to choose how he/she will respond to your request for a cessation of bullying behaviour while being aware of the consequences which his/her choice will have (e.g., "You can continue to make harmful comments and I'll make a note in your diary or you can be more respectful and you can stay out of trouble") |
| Practice 12: | Impose Consequences | If the bullying behaviour of the student is being repeated – especially after reminders and conferences have not influenced behaviour- impose immediate consequences the "severity" of which suit the nature and frequency of the bullying behaviour. |

Practice 13: Parent Involvement

Parents/carers of perpetrator are informed of incident of bullying with option of conference and provided with suggestions for how to influence the bullying behaviour of their child.



Student Services Practices

When bullying behaviour persists or a serious incident of bullying occurs, the student should be referred to the Year Coordinator who may implement one or more of the following practices.

Behavioural Contract

Student who has bullied meets with Year Coordinator to develop a “behaviour contract” that outlines a plan of positive action that helps student move towards acceptable and responsible behaviour.

Social and Emotional Education.

Student who has bullied meets with Year Coordinator who provides social and emotional learning experiences and skill building in empathy, conflict resolution and resilience.

Non-Punitive Problem-Solving Meetings.

Problem-solving meetings can be held with the target of bullying as well as the student who has bullied to provide support on the one hand and to develop empathy, resilience and conflict resolution skills on the other hand.

Parent Conferencing

Where the instance of bullying is severe, the student welfare coordinator may elect to conduct more in-depth sessions with parents covering different issues (e.g. parent-child relationship) and topics (e.g. discipline strategies).

Documentation of Incidents of Bullying

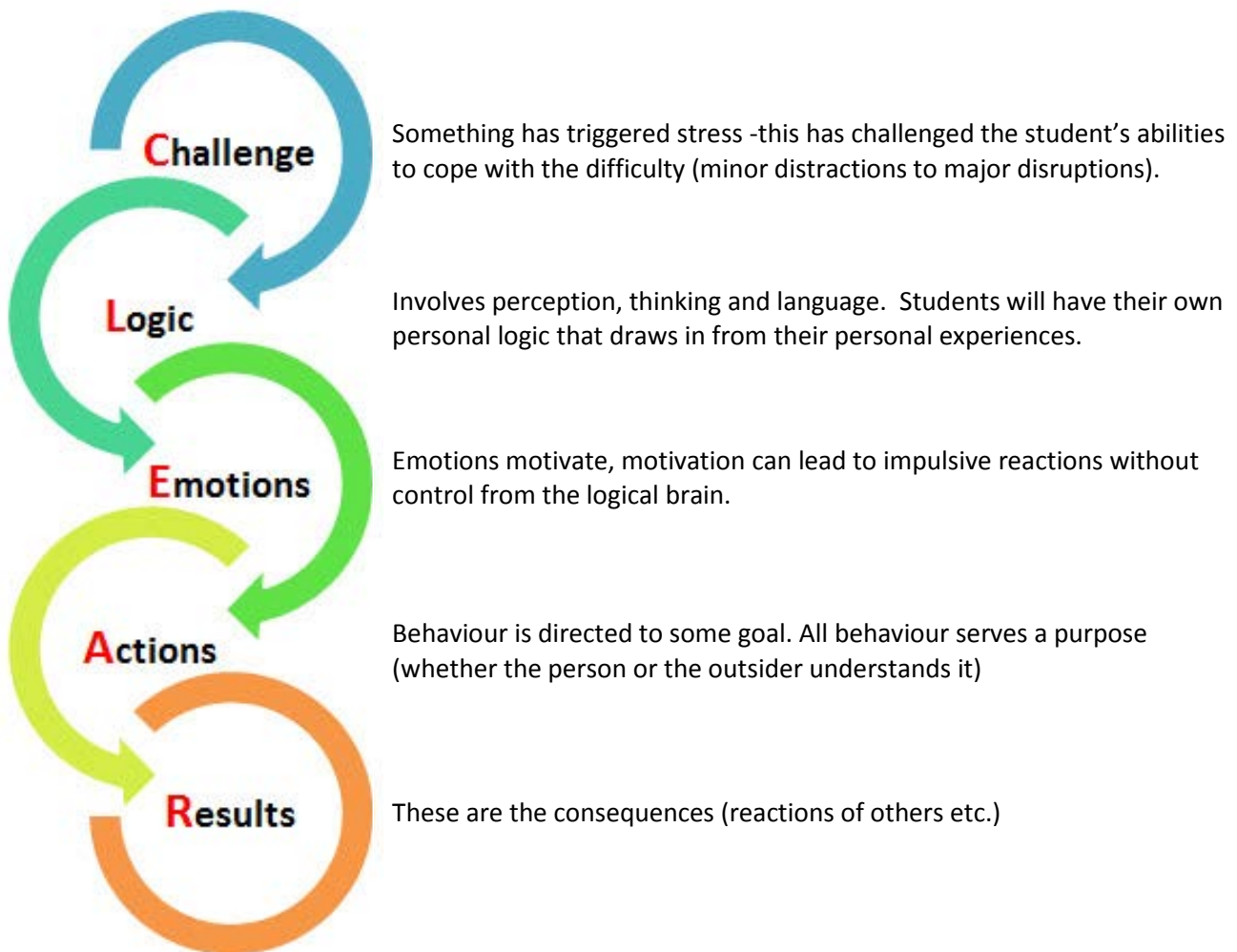
Student Services Report Form

Student Services team members use **CLEAR** as a framework for conversations to determine **what has happened** and to **problem solve** with the student.

About the CLEAR Process

Challenge registers in Logic and Emotions causing Actions that lead to Results. We call this coping cycle **CLEAR**.

The process assesses **behaviour** and not only the student's actions but also his or her **private logic** and **motivations**.



Teacher “One-Liners” to Say to Students Who Have Bullied

The following “one-liners” have been provided by teachers as examples of what is effective when speaking with a student.

- “He/she (the ‘target’) doesn’t want you to get into trouble, she/he just wants you to stop.”
- “We want everyone to go home happy. It’s our aim and we can’t see why this cannot be achieved.”
- “I am confident you can fix this.”
- “I am really disappointed in the way you are behaving.”
- “You knew this behaviour is unacceptable.”
- “I am really concerned about the way you are treating _____.”
- “Do you realise that your behaviour is hurting _____ feelings?”
- “Is your behaviour being fair to the rest of the class?”
- “I see you as a leader in the class/year level. How can you use this in a positive way?”
- “What are some other ways you could have dealt with the situation?”
- “How can you change your behaviour so things improve?”
- “People make mistakes and bad choices. You need to learn from this experience and move forward.”
- “It’s all about choices. Do you think you have made a good or bad choice?”
- “Why have I called you over here?”
- “I want to help you work through what is going wrong.”
- “There are some things you just don’t say to other people.”
- “Why would you say think it’s OK to say that?”
- “Do you think you’d say that if other people were going to find out about it?”
- “Making others feel badly is obviously ‘not on.’”
- “You need to be aware that we have a ‘zero tolerance’ attitude to this kind of behaviour.”
- “We understand that not everyone gets along but respect for the feelings of others is expected of all of us.”
- “I’m very concerned about what I’ve just seen/heard.”
- “I understand that ‘X’ has asked you to stop but s/he reports that you haven’t. Can you tell me about this?”
- “I am concerned that ‘X’ sees you as a bully.”
- “Do you feel pressured by others to do this?”
- “When can we meet up to see how things are going?”

“One-Liners” Year Coordinators Can Say to Students Who Have Bullied

The following one-liners have been provided by student welfare coordinators as examples of what is effective when speaking with a student.

- “Please come in and sit where you would like to sit.”
- “I have received a report that you have been involved in bullying behaviour.”
- “Are you aware of what bullying is?”

- “Talk straight to me about what is going on.”
- “Talk to me, but I don’t want any spin.”
- “How would you feel if it was happening to you?”
- “What other choices did you have to this way of behaving?”
- “How would you feel if you changed shoes with this person?”
- “Do you do this at work (your job)?”
- “Are you aware there are laws to protect us against this?”
- “Are you feeling stressed about what is happening to you?”
- “School life isn’t working well for you at the moment is it?”
- “The story I’ve been given is this. Is that right?”
- “Can you tell me why you are here?”
- “Can you explain why people are unhappy with what you have done?”
- “If I asked _____, what would s/he say happened?”
- “What other choices did you have?”
- “I believe you can change things.”
- “How would you like things to be different?”

What to Say to Students Who Have BEEN Bullied

If a student reports bullying to you:

- Reassure them that you will try to help them.
- Avoid minimising the issue, or saying dismissive things that imply the issue is not important.
- Find a suitable place to talk, or make a time to discuss the problem privately.
- Ensure that your voice is calm and your body language is open as you listen.
- Listen without interrupting, using only encouraging questions or sounds to show you are listening.
- Only after you have heard their whole story should you ask specific questions if you need more details.
- If they haven't already told you, ask the student when, how and where the bullying happens, including:
 - what words have been said or written;
 - has anyone been physically hurt and how;
 - who is usually around;
 - who else have they told about this; and/or
 - if it is happening online ask if there is any evidence of what has happened
- Ask questions to help you distinguish between single incidents of conflict and an ongoing pattern of bullying.
- Write down the information, or ask an older student to write down the details themselves and give it to you.
- Reassure the student it's never okay to be bullied.
- Reassure the student it is not their fault that the other person is behaving in such a way.
- Praise the student for speaking out, acknowledging that talking about it takes lots of courage.

Baldivis Secondary College

- Ask the student what they want you to do and whether they want you to do anything at this stage.
- If they want your assistance to stop the bullying, tell them you will now start your College's procedures to investigate and respond to their report.
- Reassure them that the College takes this seriously and that you will get back to them as soon you can.
- Ask the student if they feel safe in the short term in case you need to take preventative safety measures.

List of Actions Parents Can Take to Help Eliminate Bullying

- Respond calmly and non-defensively and commit to working with the College to manage the problem in a helpful way
- Inform child of their disappointment and disapproval of the bullying behaviour
- Avoid bullying behaviour at home
- Help their child see things from other child's point of view
- Parents should communicate respect for children and families from diverse cultural backgrounds



Watch Dr Michael Carr-Gregg in [Talking to students video series](#) about how to respond if students tell you about bullying.