

Purpose

This procedure outlines how Hester Hornbrook Academy (HHA) seeks to prevent bullying and harassment in all its forms, and how it will deal with it if it occurs

Scope

Policy this Procedure falls under: HHA Student Welfare Policy

Procedure/Framework

- As stated in the HHA Student Welfare Policy, HHA is committed to providing a respectful, safe and inclusive learning environment which is free from discrimination, harassment, bullying, vilification, victimisation and all other unlawful and unacceptable behaviours.
 - In creating this environment, HHA will utilise research-based approaches that are proven to work, outlined in the resources in Appendix 5.
- HHA does not tolerate bullying, harassment or cyberbullying in any form.
- This procedure aligns and connects with the following related policies and procedures:
 - HHA Student Welfare Policy
 - HHA Behaviour Management and Restorative Justice Policy
 - HHA Complaints & Grievances Policy and Procedure
 - HHA Anaphylaxis Management Policy
- HHA will respond to any incidents of bullying, harassment or cyberbullying by following the steps and strategies outlined in Appendix 1.
- HHA will respond to incidences of severe, repeated or ongoing bullying, harassment or cyberbullying by following the steps and strategies outlined in Appendix 2.
- All incidents of bullying will be appropriately documented by HHA staff using the Bullying Incident Report Form in Appendix 3.
 - Copies of this record will be kept with the student's file and managed confidentially according to the HHA Privacy Policy and HHA Student Records Procedure.
- HHA considers any act of bullying, harassment or cyberbullying to be a contravention of the Student Code of Conduct. As such, students will also be managed according to the HHA Behaviour Management & Restorative Justice Policy.
- **Support for students who are bullied**

HHA students who are victims of bullying will be supported by HHA in any way possible, with the aim of dealing with any issues that the student has and improving the student's wellbeing.

This includes:

- Direct support from the student's Class Youth Worker.
- Direct support from the student's Class Educator.
- Direct support from the wider HHA Wellbeing Team, as required.
- Counselling support, by finding a service that is right for them through using the Lifeline Service Seeker, available at <https://lifeline.serviceseeker.com.au/>
- Assisting them to make a formal complaint through the HHA Complaints & Grievances Policy.
- **Support for students who observe bullying**

HHA students who are affected by observing bullying will be supported by HHA in any way possible, with the aim of dealing with any issues that the student has and improving the student's wellbeing.

This includes:

- Direct support from the student's Class Youth Worker.
- Direct support from the student's Class Educator.
- Direct support from the wider HHA Wellbeing Team, as required.
- Counselling support, by finding a service that is right for them through using the Lifeline Service Seeker, available at <https://lifeline.serviceseeker.com.au/>
- Assisting them to make a formal complaint through the HHA Complaints & Grievances Policy.
- **Support for parents/guardians/carers of students involved in bullying**

Parents/guardians/carers of HHA students who are affected by bullying will be supported in any way needed, including by assisting them to make a formal complaint through the HHA Complaints & Grievances Policy and Procedure.

- All HHA students must undertake the following education programs to support them to deal with bullying, harassment and cyberbullying appropriately:
 - Bully Stoppers – Interactive Learning Modules for Secondary Students, available from:
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/studentmodule.aspx>
 - A lesson leading student's through the other Bully Stoppers student resources, available from:
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/students.aspx>
 - A lesson leading student's through the Bullying No Way! resources for teens, available from:
<https://bullyingnoway.gov.au/YourRole/ForTeens/Pages/default.aspx>
 - Students will also be encouraged to access the various resources listed under 'For Students' in Appendix 5.
 - HHA staff must also support students to reinforce and consolidate their learning from these programs and resources, by discussing the lessons learned from them regularly, including each time after an incident of bullying, cyberbullying or harassment occurs.
- All HHA staff must undertake the following education programs to support them to manage and deal with bullying, harassment and cyberbullying appropriately, and to create a safe and inclusive environment for students:

- Bully Stoppers – Interactive Learning Modules for Staff, available from:
 - <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/bullystopmodules.aspx>
 - A professional development session leading staff through the other Bully Stoppers staff member resources, available from:
 - <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/staff.aspx>
 - A professional development session leading staff through the Bullying No Way! resources for educators, available from:
 - <https://bullyingnoway.gov.au/YourRole/Pages/For-Educators.aspx>
 - Staff will also be encouraged to access the various resources listed under 'For Staff' in Appendix 5.
- To deal with cyberbullying, HHA must:
 - Become an eSmart School, as outlined in the resources at www.esmart.org.au
 - Install the Reword tool on all HHA computers, as outlined at <http://reword.it/#/>, and encourage students and staff to install the tool on their own devices.
- This procedure is communicated to all HHA students by reminding them of their rights and responsibilities in relation to bullying and harassment, including cyberbullying, through:
 - An introduction to these rights and responsibilities during their initial pre-enrolment interviews.
 - Consistent reminders in class.
 - Inclusion of the section in Appendix 4 in the HHA Student Handbook.
 - The provisions outlined in the HHA Communications Policy.
- This procedure is communicated to all HHA staff by:
 - Including information on bullying, harassment and cyberbullying and this procedure in every staff member's induction.
 - Being reminded on a consistent basis of their rights and responsibilities in relation to bullying and harassment, including cyberbullying, under the Staff Code of Conduct, and the relevant section of the HHA Staff Handbook.
 - The provisions outlined in the HHA Communications Policy.
- This procedure is communicated to parents/guardians/carers by:
 - Being informed where this procedure can be accessed upon student enrolment, and at the start of every school year thereafter.
 - The provisions outlined in the HHA Communications Policy.

Accountability

HHA Student Welfare Policy
HHA Behaviour Management & Restorative Justice Policy
HHA Complaints & Grievances Policy and Procedure
HHA Privacy Policy
HHA Student Records Procedure
HHA Anaphylaxis Management Policy
HHA Communications Policy

Legislative context

Equal Opportunity Act 2001 (Vic)
Crimes Act 1958 (Vic)
Charter of Human Rights and Responsibilities Act 2006 (Vic)
Australian Human Rights Commission Act 1986 (Cth)
Racial Discrimination Act 1975 (Cth)
Sex Discrimination Act 1984 (Cth)
Disability Discrimination Act 1992 (Cth)
Age Discrimination Act 2004 (Cth)
Department of Education and Training (Vic) - School Procedures and Practices for Responding to Students Who Bully
VRQA Independent School Application Form – C.4.1.iii

Definitions

Bullying is any kind of oppression, physical or psychological, of a less powerful person by a more powerful person or group. Bullying can involve such things as (but not limited to):

- Grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving.
- Publicly excluding a person from your group.
- Taking or breaking a person's property.
- Knocking a person's books or belongings out of their hands or off their desk.
- Teasing a person because of their looks.
- Using language to purposefully offend another person.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyberbullying can include:

- Teasing and making fun of people.
- Spreading of rumours online.
- Sending unwanted messages.
- Defamation.

Supporting Material

Document number	Document title
See Accountabilities	HHA Policies and Procedures
Endorsed Copy	Available from the HHA Administration upon request

Development and Review

Owner: Principal, Hester Hornbrook Academy
Author: Principal, Hester Hornbrook Academy
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Appendix 1:

Process for HHA Staff to Deal with Student Bullying & Harassment

This document outlines the steps that HHA staff will take to deal with student bullying, harassment and cyberbullying.

The strategies outlined are drawn from the Victorian Department of Education document 'School Procedures and Practices for Responding to Students Who Bully,' available at:

<https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Responding to Students who Bully-May 2008.pdf>

All HHA staff need to be prepared with options in how to respond to incidents of bullying using the following practices. Staff may select a given practice depending on the severity of the bullying and whether the incident is a first or a repeated offence.

It is important not to ignore bullying behaviour, even when the bullying behaviour is mild.

HHA staff will deal with bullying, harassment and cyberbullying according to these steps:

- 1) If mild bullying behaviour is beginning to be displayed, the staff member will employ Practices 1-4 (listed below) according to their professional discretion.
- 2) If bullying is observed or confirmed, the staff member will employ Practice 5 and Practice 6.
- 3) If the bullying behaviour continues, the staff member will employ Practices 7-10, according to their professional discretion.
- 4) If the bullying is repeated or severe, the staff member will follow the process for repeated or severe bullying.

To reiterate, it is very important to act in ways that respect the student who bullies however one may deplore the behaviour. While this is often not easy to do, a failure to do so may render one ineffective.

Caution: Any act of bullying which involves physical violence should be handled in a way that you feel comfortable. In cases of extreme violence where groups are involved it is sensible to approach a scene of violence with one or more staff rather than alone.

'Mild' Bullying Behaviour

When mild bullying behaviour is beginning to be displayed by a student, the following non-confrontational, indirect influence strategies may be used. When these procedures are used, students are unaware that you are endeavouring to influence their bullying behaviour. Sometimes, less intrusive influence techniques can be powerful tools for behaviour change; especially, when the bullying behaviour is just beginning to emerge. Additionally, for very aggressive and rebellious students who react negatively to direct confrontation with a staff member, the following indirect influence practices may be more effective than confrontational practices.

Practice 1. Physical Proximity

Walk over and stand next to the student while you continue your class. Also, when you notice a student outside beginning to harass or bully another or even when verbal bullying is well out in the open, placing yourself closer to the action may serve to inhibit the student's behaviour. Pause long enough for the behaviour to stop and maintain your position. When physical forms of bullying are

observed, direct intervention practices are required that have the effect of ensuring that the behaviour is immediately stopped.

Practice 2. Non-Verbal Prompting

A practice similar to Physical Proximity, Non-Verbal Prompting involves walking past the student, touching the student's papers or gently tapping the back the student's chair in order to bring to the attention of the student that his/her behaviour is not meeting expectations and subtly redirects the student to more appropriate forms of interacting with another.

Practice 3. Offer Learning Support

Sometimes, what initiates bullying behaviour (risk factor) in the classroom is when a student is bored or frustrated with his/her work. Bullying will disappear if such students can be re-directed to re-engage with their school work by showing them what to do or quietly saying: "You seem like you are struggling. Can I give you some help or can you handle this?"

Practice 4. Re-Direction

In a similar way and for similar reasons, you can sometimes interrupt the chain of events that lead to or have initiated bullying behaviour by changing the task that the student is doing (e.g., Say: "Rather than finishing reading this article, can you use the computer to find some more references on this topic?").

Observed or Confirmed Bullying Behaviour

When an incident of bullying is observed or confirmed, one or more of the following practices can be implemented that suit the student's characteristics, the reasons for the bullying behaviour, who is being bullied, the type and severity of bullying behaviour and the student's history of bullying. They are seen as direct influence techniques as the student is fully aware that you are seeking to have him/her change behaviour.

Practice 5. Assertive Communication of Zero Tolerance of Bullying (applied to all incidents 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 student who has bullied of HHA expectations, rules and consequences with regards to bullying. This practice is intended to be mostly staff member directed with more limited opportunity for student dialogue than in other practices. The "target" can be seen daily at first then once a week to see how things are going. If the bullying is minor, this practice can be implemented at a later time so that the target of bullying is not humiliated or embarrassed.

Sample Dialogue:

Staff member: Adam, stop. It is not acceptable for you to speak that way to another student. I need to have a chat with you about this. Please stay back at the end of class for a moment... Mary, I can imagine that you are unhappy about being spoken to like that by Adam. Let me reassure you that I will be discussing the incident with Adam and taking steps to ensure that it does not happen again.

During the follow-up discussion, the student can be calmly reminded of HHA rules and expectations as well as future consequences concerning bullying.

Staff member: You know that we have promised all our parents that everyone will feel safe and happy while they are here at HHA, and we expect all our students to make sure that their actions do

not make another student feel unsafe and unhappy. Do you remember what our HHA rules are in this area?

Student: No bullying allowed? (if student does not recall, tell him/her)

T: Correct. And, as you would know, when students continue to bully there are certain consequences that follow such as having privileges withdrawn at HHA. Do you understand these rules and consequences?

S: Yes.

T: Please keep these expectations in mind so that we can move on.

It is good, however, to develop a repertoire of skills to help students who bully find a way out of confrontations without looking like losers.

“Malcolm, I know you and Robert are having a disagreement, but in this classroom we do not push and shove. I need you to sit down now, and you, too, Robert. Later when we are doing desk work, I need to talk with you.”

Practice 6. Restorative Questioning

On the spot, engage the student who has bullied another student in a series of self-reflective, restorative questions directed at increasing empathy and having the student who bullies take responsibility for making the situation better for the “target.”

Examples of restorative questions that staff can use when confronted with a student who has bullied another include:

1. Tell me about what happened.
2. What was going through your mind (thinking) that led you to behave in this way?
3. What have you been thinking about since?
4. Who has been affected by what you have done? Can you tell me about how the person has been affected by your behaviour?
5. What do you think you need to do to make things right?

Restorative questioning is then followed up with a restorative justice meeting between those involved in the incident in order for harm to be further repaired and reconciliation achieved between the student who has bullied and the target.

Practice 7. “Think Time”

An extension of direct, restorative questioning involves having the student who has bullied another complete a self-reflective sheet that asks the student to think about what he/she did and what he/she can do differently next time. An example of a “Thinking Time” sheet can be found on the next page. In some versions, students are required to discuss the sheet with a parent/carers and obtain a signature. The information provided by the student can be used in the development of a behavioural contract.

Practice 8. Hold a Private Conference

When a strong positive relationship exists between a staff member and the student who is bullying, a meeting can be organised where the student is asked by the staff member 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.

Some students who normally resist the efforts of staff to improve their behaviour may choose to do so if they like their staff member. There are many things a staff member can do to increase the likelihood that a student will agree to change behaviour as a favour to the staff member because the student holds the staff member in high regard. If a staff member goes out of his/her way to help the student including solving problems the student may have in school (with classes, peers) and at home, a student will be more likely to view the staff member in a positive light.

Practice 9. Expectation Discussion

Expectation Discussion can be used when a staff member needs to speak individually to a student about the way he/she has been treating other students. The purpose is to remind the student of the expectations regarding the treatment of other students. It can be used for minor violations of these expectations. Expectation Discussion is a positive strategy because it allows the student to internalise the expectations and correct his/her own behaviour with minimal intervention on the staff member's behalf. By referring to the expectations when correcting the student's behaviour, it is less likely that the student will perceive the correction as a personal attack.

The structure of an Expectation Discussion is:

- Step 1: Gain Attention
- Step 2: Prompt Expectation(s)
- Step 3: Request Student Follows expectation
- Step 4: Praise cooperation

Practice 10. Hold a Problem Solving Classroom Meeting

William Glasser (1969) recommended conducting class meetings as part of his program titled "Reality Therapy". Reality therapy was designed to help students with behaviour problems learn to function in a more responsible manner. Glasser also believes that if students are going to become responsible managers of their own behaviour and develop a connection with their school, they should be allowed to share responsibility in the management of the classroom. In order to allow for an opportunity for staff and students to discuss mutual concerns (and their solutions), he recommends the implementation of problem solving classroom meetings.

When a student has been bullied by one or more students, if classroom meeting are commonplace, a problem solving meeting can be called for students to express their opinions and to brainstorm a solution to the problem. In the problem solving meeting, students (with the guidance of the staff member) attempt to resolve either individual or group problems that are important to class members. These meetings are held on a regular basis, from once-a-week to daily in frequency. The purpose is to expose students to the values and opinions of others while providing an opportunity for them to practice thinking and brainstorming in a group. Peer support and pressures also evolve to promote the improvement of behaviour.

The students help to set the conditions regarding meeting conduct (e.g., turn-taking, proper language, etc.). The tone of the meeting is always positive in nature. Fault finding and criticism are downplayed.

The staff member is never judgmental as this can stifle interaction and communication. The staff member may, however, express an opinion on a topic under consideration. In addition, oral grammar and wording are not corrected unless a group rule pertains to this matter.

Students are encouraged to constructively challenge one another in a non-demeaning, respectful manner. While it may initially be difficult to direct the meeting and prevent the voicing of negative comments, with time and practice, meetings become more productive as students seek socially acceptable solutions to problems. These solutions should not blame or punish anyone. Students should seek solutions, not blame.

Steps for Conducting a Problem Solving Meeting

1. Seat the students in a circle to promote participation and allow for all group members to see and hear each other (Staff should vary their position in the circle from meeting to meeting). Students may be seated in a manner/pattern that is most productive.
2. Designate a time period of 10 to 20 minutes for younger pupils, and 30 to 45 minutes for older students. Do not allow the discussion to exceed the designated time limit. This time restriction will prevent the students from avoiding other daily responsibilities.
3. Open the meeting by allowing students to discuss a topic involving behaviour, emotions or situations of concern. Rules regarding foul language, degrading comments, or other concerns should be set with the help of the students. Rules for the taking of turns may also be necessary. If a student monopolizes the conversation, goes off on a tangent, or lapses into fantasy or lying, the staff member may call on another student to speak or ask the other students if they believe that the student is monopolizing the discussion or telling the truth. Guide the students toward a resolution of the problem.

During class meetings, students who were not directly involved in an incident of bullying can role play an incident of bullying so that students can discuss what bullying looks like and sounds like as well as the emotions and responsibilities of all participants (role play would not be used if a student has been severely emotionally affected by an incident).

Appendix 2:

Process for HHA Staff to Deal with Severe, Repeated or Ongoing Bullying Behaviour

HHA will deal with severe, repeated or ongoing bullying behaviour through the research-based Strength-Building Approach.

The strategies outlined are drawn from the Victorian Department of Education document 'School Procedures and Practices for Responding to Students Who Bully,' available at:

https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Responding_to_Students_who_Bully-May_2008.pdf

HHA wellbeing staff will create an individual strength building plan for the student who is exhibiting severe, repeated or ongoing bullying behaviour.

A strength building plan for students who bully will need to spell out:

1. The positive adult actions and programs in the school, home and community that can impact the students, and
2. Ways in which the social and emotional skills and values of the student can be strengthened.

In order to design a strength-building intervention plan, it will be useful for student welfare coordinators to be able to determine the student's current connectedness with school, home and community as well as the strengths of their social and emotional skills and values.

Forms that can be used to provide recommendations concerning strengthening a student's connections with school, home and community as well as social and emotional skills and values appear in the Appendix of the Victorian Department of Education document 'School Procedures and Practices for Responding to Students Who Bully,' available at:

https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Responding_to_Students_who_Bully-May_2008.pdf

Important Points Before Getting Started

Inducting Staff

It is recommended that the following steps be taken before a student welfare coordinator approaches individual staff members and asks them to complete surveys on a student who bullies as well as to follow through on a series of positive actions directed at the student.

At a staff meeting, the student welfare coordinator should present the "case" for community, school and home strength-building as well as building the student's inner social and emotional strengths.

The following points can be made:

1. Students who chronically bully and who are not responding to school-wide anti-bullying practices require that an individual behaviour, intervention plan be developed.
2. The plan will be constructed by the student welfare coordinator in consultation with staff members, parents/carers and the student.
3. The plan will have a strength-building rather than punitive orientation. It can be indicated that as research reveals that many (but not all) students who bully perceive a lack of connectedness with adults and positive programs in the community, school and

home as well as delays in their social and emotional development, a positive individual behaviour intervention approach that focuses on strengthening connections of students with school, home and community as well as one that builds the inner strengths of students is becoming recognised in the field of behaviour management “as the way to go.”

4. The different aspects of the individual strength-building plan (community, home, school, students) should be described and staff member provided with an example.
5. A point to reiterate is the importance of staff members being calm and positive towards students who bully.
6. It should be indicated that from time to time, a staff member (or staff members) will be approached by the student welfare coordinator to complete forms and, when necessary, to discuss ways in which staff members can support the strengthening of a student’s social and emotional skills and values.

Enlisting Parent Cooperation and Involvement

It will not be uncommon to find that the parents/carers of students who chronically bully have their own issues that mitigate against their active involvement in a strength-building program. In these cases, it will probably not be possible for the student welfare coordinator to review with a parent all the different positive, parent actions covered in the survey “Actions Parents Can Take to Strengthen Their Connections with their Child.” Instead, the student welfare coordinator will need to work hard at identifying one or two actions of a parent however small that could be taken at home to support the intervention plan remembering that almost all parents no matter the degree of their mental health and/or interpersonal difficulties want the best for their children. A referral to a community agency may be needed.

The Importance of Regular Social and Emotional Education Sessions

If a student who is bullying goes home to difficult circumstances and/or has an ongoing clash of wills with one or more staff members, it is vital that the student be given opportunities to learn resilience and conflict management skills in order to cope. While changing circumstances at home including parental actions is not always possible as well as having all staff members come on board with the program, it is always possible for the student to learn better ways to cope with difficult situations and people.

Be Realistic

Some students who bully come from such dysfunctional families and circumstances that an individual strength-building program may not be enough. In these cases, the student welfare coordinator will need to refer the student to outside agencies for more intensive support.

Strengthening Connections of Student with School

The staff member effectiveness literature reveals a range of ways in which staff members can connect with and support student learning and wellbeing. In putting together a plan, the following actions of the student’s staff member(s) should be considered with special attention placed on identifying those staff member actions that can be further strengthened and included in a strength-building intervention plan.

A survey “Actions Staff members Can Take to Strengthen Their Connections with Students” can be given to the student’s staff member(s) in order to identify the actions that staff members can

employ to strengthen their connection with the student. An example of this survey is available in the Appendix of the Victorian Department of Education document 'School Procedures and Practices for Responding to Students Who Bully,' available at:

[https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Responding to Students who Bully-May 2008.pdf](https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Responding_to_Students_who_Bully-May_2008.pdf)

Alternatively, the student welfare coordinator may informally identify those staff member actions to include in the plan based on his/her knowledge of the student and staff members.

Staff member actions that build stronger connections to students include:

The extent to which a staff member works on developing and maintaining a positive relationship with the student:

1. Spend more time talking with the student about things not directly related to school (e.g., his/her interests, what he/she did on weekend).
2. When the student does the wrong thing, use a more "positive" tone of voice when talking with him/her.
3. Spend time just listening to the student and not offering opinion or advice.
4. Hold private conferences with student to see how to help.
5. Communicate to student in ways that show you care for, respect and value the student.

The extent to which a staff member explicitly communicates high expectations for student achievement and behaviour:

1. Spend time discussing important classroom rules with student individually and what happens when a rule is broken.
2. Provide student with more praise when he/she behaves well.
3. Tell the student that you expect him/her to do his/her "personal best" when doing schoolwork.
4. Provide student with praise when he/she makes small steps in completing schoolwork.
5. Provide extra positive attention and rewards when student completes schoolwork he/she finds hard or boring.

The extent to which a staff member accommodates the individual interests of the student:

1. Find out what interests the student (e.g., art, mechanics, computers, chess).
2. Develop opportunities (e.g., school club, assisting a staff member) for student to participate in activities that accommodates student's interests (e.g., art, wood working, mechanics).
3. Have student "tutor" other students (same age, younger) in area of interest (e.g., maths).

The extent to which the student is involved in decision making and provided with special responsibilities:

1. Give student more of a "say" when it comes to making decisions about the way he/she goes about learning (e.g., who to work with, book to read for English project).
2. Ask student to be "in charge" of something important like taking attendance sheet/lunch list to office.
3. Involve student in design of behavioural, intervention plan.

The extent to which a staff member is sensitive to the students' gender, culture and home background:

1. Go out of your way to show that you value the background (and culture) of student's family.
2. Provide reading books that suit gender and cultural background of student.
3. Provide for student's basic needs (hunger, clothing, hygiene).

The extent to which a staff member helps the student feel safe:

1. Touch base with students concerning whether he/she feels safe from acts of bullying in any part of the school grounds.
2. Take immediate action when you see or hear of acts of student being bullied or mistreated by others.
3. Regularly remind class (and student) of school rules concerning bullying, the consequences of bullying and the importance of not being bystanders to bullying.

The extent to which a staff member spends time with a student discussing social and emotional skills for managing schoolwork, relationships and emotions as well as the values associated with strong character:

1. Spend more time discussing "values" such as the importance of caring for others, being respectful, honest and doing the right thing.
2. Show by your own actions and words how to get organised, to be persistent or confident.
3. Provide student with more feedback when he/she demonstrates teamwork and social skills.
4. Spend time discussing and illustrating the importance of being aware of one's emotions and what to do when upset to manage one's emotions and behaviour.

The extent to which a staff member motivates a student and provides multiple opportunities to be successful:

1. When student is doing schoolwork in an area he/she finds interesting, provide additional opportunities to further his/her learning in the area by going to the library or helping him/her locate a special program in the community.
2. Temporarily reduce difficulty level of material assigned so that student experiences increased success.
3. Employ alternative methods of assessment (e.g., writing, telling, showing) to allow student different ways to demonstrate what he/she has learned.
4. Communicate by what I say and do that the student can be successful in my class and school.

Strengthening Connections Between Student and Family

It will be important to determine those actions of parents that can be strengthened that can help build stronger parent/guardian/carer-child connections.

In reviewing the list of actions below, it will be important to keep in mind that parents/guardians/carers will vary greatly in their ability and resourcefulness in being able to carry out certain actions. Some parents/carers who struggle with their own personal issues will be limited in the actions they can take while others bring with them greater personal resourcefulness to change their behaviour towards their child.

The information on parenting actions can be obtained through the student welfare coordinator interviewing one or both parents/guardians/carers and discussing the importance of parents/carers further strengthening their connection with their child. The survey "Actions Parents Can Take to

Strengthen Their Connections with Their Children” can be employed. An example of this survey is available in the Appendix of the Victorian Department of Education document ‘School Procedures and Practices for Responding to Students Who Bully,’ available at:

[https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Responding to Students who Bully-May 2008.pdf](https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Responding_to_Students_who_Bully-May_2008.pdf)

The parent education literature reveals a range of parent/guardian/carer actions that have positive impact on children’s behaviour, wellbeing and school success. These include:

Parents/Carers Show Child they Care

1. Spend more time with child doing fun things together
2. Give child extra physical affection (hugs, kisses).
3. When child does the wrong thing, use a more “positive” tone of voice when talking with him/her.
4. Spend more time just listening to child and not offering an opinion or advice
5. Attend events (sport, school shows) where your child is a participant.

Parents/Carers Communicate to Child High Expectations for Behaviour and School Achievement

1. Discuss with my child proper manners, ways to behave and what happens if he/she misbehaves.
2. Provide child with praise when he/she behaves well and studies hard.
3. Tell child that I expect him/her to do his/her very best when doing school work.
4. When child misbehaves, in a calm manner, remind child of behaviour that is expected at home.

Parents/Carers Provide Child with Activities and Programs that Accommodate Child’s Interests

1. Take time to find out what interests child has (e.g., science, art, drama, music, fixing things, gardening, photography, chess).
2. Find out about clubs, organisations and programs that cater for his/her areas of interest.

Parents/Carers Provide Child with Encouragement and Motivation in Different Areas of Schoolwork

1. Provide extra positive attention and rewards when child completes schoolwork he/she finds hard or boring.
2. When child is doing schoolwork in an area he/she finds interesting, I could provide additional opportunities to further his/her learning in the area by visiting the library or signing him/her up for a special program.
3. Communicate to your child that the harder he/she tries, the better he/she will do in school.
4. Communicate to your child that you expect that he/she will be successful in school.

Parents/Carers Involve Child in Making Decisions at Home and Provide Child with Special Responsibilities

1. Give child more of a “say” when it comes to making decisions about the way things are done at home.
2. Ask child to be “in charge” of something important like selecting a family film to watch.

Parents/Carers are Involved and Show Interest in What Child is Learning about in School

1. Ask your child questions about what he/she is learning at school.
2. Give your child help with homework.
3. Parents/Carers Communicate Values and Life Skills
4. Spend time discussing “values” such as the importance of caring for others, being respectful, honest and doing the right thing.
5. Show child by your own actions how to be get organised, to be persistent or confident.
6. Help your child understand how to make friends.
7. Discuss with your child ways to handle peer conflict and how not to not get too angry (resilience).

Strengthening Connections of Student with Community

As students get older, many with behavioural challenges become isolated from their community as seen by low participation rates in after-school programs and clubs. Additionally, some young people are disconnected from adults in their community who have the potential to exert a positive influence. For these students, a strength-building intervention plan should include a description of the ways in which a student can be connected to people and program strengths in the community.

The following list describes areas for the student welfare coordinator to explore. The survey “Actions that Help Strengthen the Connections of Students with their Community” can be used to gather the information. An example of this survey is available in the Victorian Department of Education document ‘School Procedures and Practices for Responding to Students Who Bully,’ available at:

https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Responding_to_Students_who_Bully-May_2008.pdf

Here, the student welfare coordinator should have a conversation/conference with the student and/or parents/carers to discuss the range of positive connections of student with his/her community that are realistic. Generally, this area will need to be negotiated with parents/guardians/carers.

The following is a list of the different ways that young people can be connected to and supported by adults, organisations and programs in the community. The question to ask is:

Do you think the student would benefit from?

1. Spending time with one or more adults outside of school who care about young people?
2. Having additional places to go before and after school where he/she feels safe?
3. Spending time with adults who will show by their words and actions that they value, respect and care about your child?
4. Spending time with one or more adults in the community who will discuss the importance of doing well in school and behaving well?
5. Being involved in doing something to help others and to make the community a better place to live in any ways?
6. Joining any clubs, organisations and programs that interest him/her (sport, music, art, chess, computers, gardening) outside of school?
7. Having places to go to be with “positive peers” (scouts, guides, youth groups, sporting clubs) outside of school?
8. Spending time with one or more adults outside of school who display and can discuss values of good character (e.g., respect, caring, tolerance, fair go) and other important

life skills (e.g., time management, confidence, persistence, organisation, teamwork, resilience

9. For family, identify sources of financial support (e.g., Rotary, church, local businesses) and locate community agencies and services that can provide support as needed (e.g., community health clinics, Salvation Army).

Strengthening Student's Social and Emotional Skills and Values

As indicated elsewhere in this Report, most “at risk” students who display anti-bullying behaviour have for different reasons delays in the development of their social and emotional skills making it very difficult to achieve academically, relate positively to others and experience wellbeing.

In order to have positive emotional wellbeing and to display the following characteristic called “Resilience”, a student needs to demonstrate and to be taught the following:

1. Aware of emotions and degree of emotional intensity.
2. Correctly label emotions and how they are linked to thinking and behaviour.
3. Describe and apply emotional resilience skills (e.g., find someone to talk to, relax, not blowing things out of proportion) and positive, rational attitudes (e.g., self-acceptance, optimism, high frustration tolerance).
4. Demonstrate a realistic self-perception of one's personal strengths and challenges (e.g., interests, abilities, skills, behaviour), develop accepting attitudes towards oneself, and a desire to build on strengths and to work on challenges.
5. Identify, locate, and interact with peers and adults in school, home and community who offer support and assistance in handling stress and achieving goals of building strengths and addressing challenges.

In order to be positively engaged in his/her school work and to be develop academic competence, a student needs to demonstrate and to be taught the following:

1. Demonstrate organisation as shown in a positive goal orientation towards achievement, time management with respect to developmentally appropriate activities and expectations, and self-management (storage, locating) and care of materials (work, play).
2. Demonstrate confidence when faced with new or difficult developmentally appropriate tasks or schoolwork.
3. Demonstrate persistence and high effort when faced with frustrating, time-consuming, or low interest developmentally appropriate tasks, situations or school work.
4. Demonstrate teamwork and cooperative learning skills when working on different learning tasks and activities.

In order to relate positively to others and not engage in bullying behaviour, resolve conflicts peacefully, and contribute to making school, home and community a better place to live and learn, a student needs to demonstrate and to be taught the following:

1. Recognise, value and respect the feelings of others and how others see the world.
2. Recognise and value similarities and differences among people.
3. Demonstrate social confidence, friendship-making, assertive, and leadership skills when interacting with peers and adults in work, play and social situations.
4. Demonstrate conflict resolution skills in different contexts with different people including listening, problem identification and analysis, conflict solution generation and evaluation and negotiation skills.

5. Display behaviour that reflects the values of caring and compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility and understanding, tolerance and inclusion.
6. Demonstrates social responsibility by actively contributing to making their classroom, school, home and community a better place to live and learn.

It is also clear that the extent to which students make good behavioural choices depends on what can be thought of as “Values of Good Character.”

Important values of good character as expressed in the “National Framework for Values Education in Schools” include:

1. Care and Compassion
2. Care for self and others
3. Doing Your Best
4. Seek to accomplish something worthy and admirable, try hard, pursue excellence
5. Fair Go
6. Pursue and protect the common good where all people are treated fairly for a just society
7. Freedom
8. Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
9. Honesty and Trustworthiness
10. Be honest, sincere and seek the truth
11. Integrity
12. Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
13. Respect
14. Treat others with consideration and regard, respect another person’s point of view
15. Responsibility
16. Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
17. Understanding, Tolerance and Inclusion
18. Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

In designing a strength-building program for a student, it is important to obtain through discussion, observation or use of surveys, the profile of a student’s social and emotional skills and values. Those that need strengthening are indicated and plans for their strengthening described.

Appendix 3:

BULLYING INCIDENT REPORT FORM

Staff member recording incident		Date	
Name of student(s) who appears to have instigated bullying:			
Class			
Name(s) of target(s):			
Name(s) of witnesses:			
Did you observe the incident?		YES	NO
If 'NO' who reported the incident to you?			
Location of Incident			
Incident Date		Incident Time	
Brief description of incident (What was allegedly said or done to the student who appears to have been bullied?)			
What form(s) of bullying took place?		Other	
Verbal	Physical	Indirect	Cyber
Was the incident of bullying:		Mild	Severe
Describe how you responded (Did you use a school anti-bullying practice?)			
Describe how student responded to your intervention			
Additional Comments			

Appendix 4:

This is the 'Bullying, Cyberbullying and Harassment' excerpt from the HHA Student Handbook:

Bullying, Cyberbullying and Harassment

While at HHA it is important that you feel you are in a safe and friendly environment and that you encourage care, courtesy and respect for others. Everyone has a legal right to protection from harassment under the Equal Opportunity Act 2001 (Vic).

If you see another person being harassed or bullied you should tell the person that you witnessed the incident and advise them to report it to your trainer/staff member/youth worker. If you see a friend harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for a bully.

If you are being harassed or bullied you should:

- Tell the bully you don't like what they are doing and you want them to stop.
- Discuss the matter with a youth worker/educator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially. Extreme forms of bullying or sexual harassment may lead to criminal prosecution.

Bullying is any kind of oppression, physical or psychological, of a less powerful person by a more powerful person or group. Bullying can involve such things as:

- Grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving.
- Publicly excluding a person from your group.
- Taking or breaking a person's property.
- Knocking a person's books or belongings out of their hands or off their desk.
- Teasing a person because of their looks.
- Using language to purposefully offend another person.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyberbullying can include:

- Teasing and making fun of people.
- Spreading of rumours online.
- Sending unwanted messages.
- Defamation.

Cyberbullying can happen to anyone and the bully can act anonymously. People can also be bullied online by groups of people such as class groups or collective members of an online community. We are as concerned with cyberbullying that happens outside of our programs and/or within our programs.

Being online – either at home or at school - requires you to behave responsibly.

This includes:

- The language you use and the things you say

- How you treat others
- Respecting people's property (eg copyright)
- Visiting appropriate places.

Behaving safely online means:

- Protecting your own privacy and personal information (we used to call it 'stranger danger')
- Selecting appropriate spaces to work and contribute
- Protecting the privacy of others (this can be sharing personal information or images)
- Being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a staff member.
- Logging off when you are finished.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person. Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle (the most common form of harassment) can include:

- Unwanted comments about physical appearance and sexual preference.
- Racist, offensive or inappropriate comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit can include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Any touching without consent.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material – pornography.
- Requests for sexual favours.

Appendix 5:

List of Anti-Bullying Resources and Curriculum Materials

This is a list of resources that can assist students to deal with bullying, and provide staff and the school as a whole with ideas on how bullying can be managed.

For Students:

- 1) Bully Stoppers – Students
 - <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/students.aspx>
- 2) Bullying No Way! – For Teens
 - <https://bullyingnoway.gov.au/YourRole/ForTeens/Pages/default.aspx>
- 3) Beyond Blue – Bullying & Cyberbullying
 - <https://www.youthbeyondblue.com/understand-what's-going-on/bullying-and-cyberbullying>
- 4) Reword <http://reword.it/#/>
- 5) National Centre Against Bullying – Bullying for Kids
 - <https://www.ncab.org.au/bullying-advice/bullying-for-kids/>
- 6) Kids Helpline – Understanding Bullying
 - https://kidshelpline.com.au/teens/tips/understanding-bullying/?gclid=CjwKEAjwydK_BRDK34GenvLB61YSJACZ8da3RsE_tj3WJtTQ7IMYkui9X_7kk9sGfaEdMrRH6dcoxoCotfw_wcB
- 7) ReachOut.com – Bullying Resources
 - http://au.reachout.com/Tough-Times/Bullying-Abuse-and-Violence/Bullying?gclid=CjwKEAjwydK_BRDK34GenvLB61YSJACZ8da3AjzOAwEry3FQc8JVrR32bPcuETz64JE0vJK1amAbhoCGUbw_wcB
- 8) Tune In Not Out – Bullying
 - http://www.tuneinnotout.com/topics/school-university/tafe/bullying/?gclid=CjwKEAjwydK_BRDK34GenvLB61YSJACZ8da3SrG9Um0RVazrN0oqq46JQ_JdzRY2JsQ4OixDNUi00BoCokvw_wcB
- 9) Foundation for Young Australians – I Was A Bully in High School
 - <http://www.fya.org.au/2016/01/28/i-was-a-bully-in-high-school/>

For Staff:

- 1) Bully Stoppers – Staff
 - <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/staff.aspx>
- 2) Bullying No Way! – For Educators
 - <https://bullyingnoway.gov.au/YourRole/Pages/For-Educators.aspx>
- 3) Office of the Children's eSafety Commissioner – Classroom Resources
 - <https://esafety.gov.au/education-resources/classroom-resources>
- 4) Beyond Blue – Bullying & Cyberbullying
 - <https://healthyfamilies.beyondblue.org.au/age-13/raising-resilient-young-people/bullying-and-cyberbullying>
- 5) Kids Helpline – Bullying Lesson Resources
 - [https://kidshelpline.com.au/grownups/news-research/staff member-resources/bullying-lesson-resources.php](https://kidshelpline.com.au/grownups/news-research/staff-member-resources/bullying-lesson-resources.php)
- 6) Kids Helpline – Cyberbullying Lesson Resources

- [https://kidshelpline.com.au/grownups/news-research/staff member-resources/staff.php](https://kidshelpline.com.au/grownups/news-research/staff-member-resources/staff.php)

For the School:

- 1) Victorian Department of Education – School Procedures and Practices for Responding to Students Who Bully
https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Responding_to_Students_who_Bully-May_2008.pdf
- 2) Bully Stoppers – Principals
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/principals.aspx>
- 3) Bullying No Way! – For School Leaders
<https://bullyingnoway.gov.au/YourRole/Pages/For-School-leaders.aspx>
- 4) National Centre Against Bullying – Bullying for Schools
<https://www.ncab.org.au/bullying-advice/bullying-for-schools/>
- 5) eSmart <https://www.esmart.org.au/>
- 6) Reword <http://reword.it/#/>
- 7) ConnectEd Space – Bullying, Abuse & Violence
http://www.connectedspace.com.au/tricky-times/bullying-abuse-and-violence/?gclid=CjwKEAjwydK_BRDK34GenvLB61YSJACZ8da3I9ILKFGonxDXnul8hvB9XImXdNglw4h7luUP_g3x5xoCka7w_wcB
- 8) You Can Do It! Education
<http://www.asg.com.au/you-can-do-it-education/you-can-do-it-home>