



## CPHS Policy

### Rationale

This policy is important because:

- Everyone at our school is entitled to feel happy and safe. Bullying in its many forms is never acceptable
- Educational achievement is enhanced when people work and learn in a secure and positive environment. Thus the life opportunities of our students can be improved.
- It reflects the care that Cambridge Park High School has for its students, teachers and community.
- The responsibility for reducing bullying at our school is shared across all school stakeholders, parents, staff and students.
- We recognise that through the collection of data that this is an issue that affects a significant number of students during their school lives.
- It applies the “**Disability Standards for Education 2005**”. Students with disabilities are to be “*treated on the same basis*” as other students in accessing and gain support from the school in bullying situations. **The Disability Discrimination Act 1992 (Cwth)** states that discrimination or bullying of people with a disability is an offence.

All forms of bullying, whether it is physical, verbal, social, psychological or cyber bullying are not tolerated at any level at Cambridge Park School. This includes whether the bullying is occurring inside the school or in an online environment in the community.

All students have the right to a safe environment where they can play, learn and express themselves without fear of victimisation. All students have a right to be free from bullying.

Based on National figures, around 1 in 5 students are affected by bullying. Most bullying is hidden, so students find it shameful to admit they have been harassed so they don't tell anyone. Children need to feel able to speak out and inform staff, parents & counsellors if they are being bullied.

Cambridge Park School can unite against bullying through the

- collaboration of staff, students, parents & community
- training of the Welfare team members and general staff
- use of a variety of anti-bullying programs e.g. Pikas Method the [Essence of Shared Concern](#)
- Implementation of firm & consistent consequences as outlined in the Student Behaviour Management Policy.

Students, teachers, parents, caregivers and members of the wider community have a shared responsibility to create a happy and safe environment, free from all forms of bullying. Consequently there is an expectation that students will be safe at school and outside the school, free from fear of bullying, harassment and intimidation. Should a bullying incident occur the expectation is that all students will be provided with appropriate support.

To promote these expectations students, teachers, parents, caregivers and members of the wider community have a responsibility to:

- Promote positive relationships that respect and accept individual differences and diversity within the whole community.
- support the anti-bullying plan through words and actions
- actively work together to resolve incidents of bullying behaviour when they occur

**Students** have a responsibility to behave appropriately in accordance with Cambridge Park High School's rules. In responding to incidents of bullying the expectation is that students will act in accordance with this Anti-bullying Plan.

**Parents** and caregivers have a responsibility to support their children in all aspects of their learning, to support their children in developing positive responses to incidents of bullying consistent with the Anti-bullying Plan and to support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan.

**Teachers** have the responsibility to respect and support students in all aspects of their learning, model appropriate behaviour and to respond in an appropriate and timely manner to incidents of bullying according to the school's Anti-bullying Plan.

The Anti-bullying Program also helps meet requirements in other areas of the school.

- Safe and Drug Free School.
- School connectedness.
- High scores in National, State and School based testing e.g. exams, achievements.
- Juvenile delinquency prevention.
- School drop-out prevention.
- School health programs.
- Suicide prevention.
- Promotion of developmental assets.
- Character education.
- Behaviour supports.
- Digital Citizenship

*"Bullying involves a power imbalance between people that is used to hurt or injure someone emotionally, socially or physically through repeated incidents, particularly where the victim is less able to defend themselves. Bullying can occur on an individual or group level."*

*More simply put, if someone is left uncomfortable from another person's behaviour on a repeated basis then it may (will) be considered bullying.*

The Department of Education and Communities defines bullying as

**Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.**

**Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.**

**Conflict or fights between equals or single incidents are not defined as bullying.**

### **Types of bullying**

We recognise that bullying can take many forms or types, which may include:

*Verbal bullying* through name-calling, threats, abuse, rumours, laughter and embarrassing comments.

*Physical bullying* through hitting, tripping, pushing, kicking and punching.

*Social bullying* through ignoring, isolating, rejecting or excluding.

*Emotional bullying* through mimicry, teasing, interfering with others property, inappropriate use of email, phones, blackmail and threatening stares.

*Cyber-bullying* which is defined by [Australian Communications and Media Authority](#) (ACMA) "the use of information and communication technologies to support repeated and deliberate hostile behaviour intended to harm others. It is sometimes used as an extension to other forms of bullying, and can result in the target of bullying experiencing social, psychological and academic difficulties".

## Why students bully

Research about bullying suggests that there are three interrelated reasons why students bully.

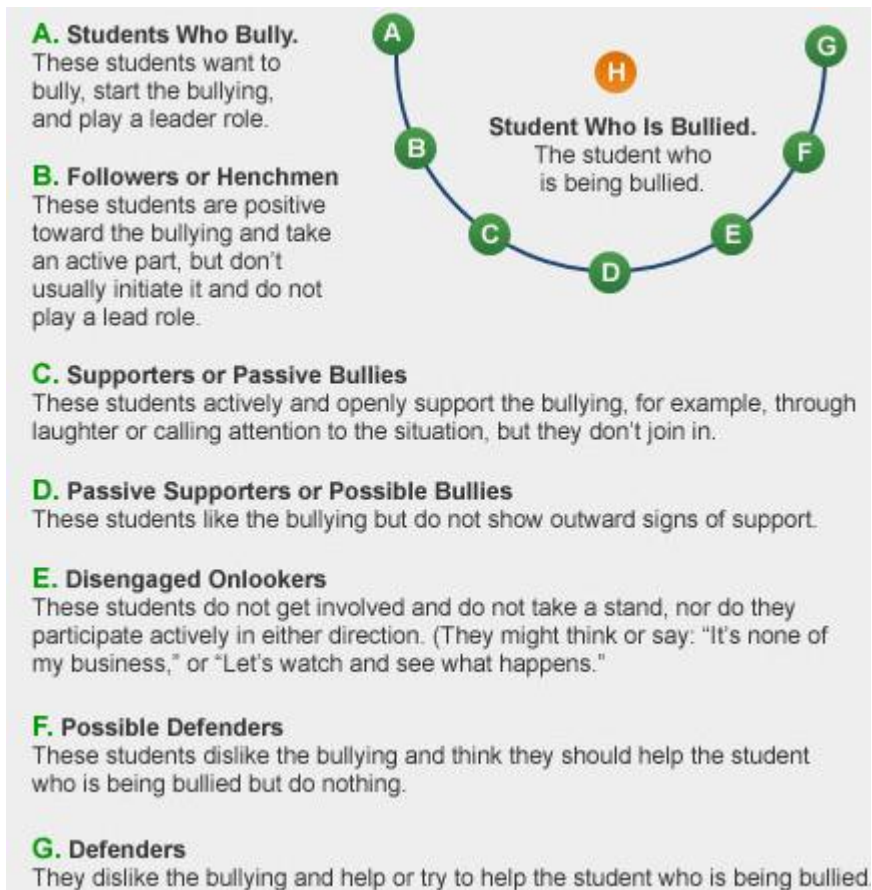
- Students who bully have strong needs for power and (negative) dominance.
- Students who bully find satisfaction in causing injury and suffering to other students.
- Students who bully are often rewarded in some way for their behavior with material or psychological rewards.

## The Bullying Circle

Nearly one in five students in an average classroom is experiencing bullying in some way.

The rest of the students, called bystanders, are also affected by the bullying.

[The Olweus Bullying Prevention Program](#) describes students involved or witnessing bullying situations as having roles in the Bullying Circle as described in the model.



## Impact of bullying

A single student who bullies can have a wide-ranging impact on the students they bully, students who observe bullying, and the overall climate of the school and community.

## Students who are bullied

Students deserve to feel safe at school, but when they experience bullying long lasting effects are the result:

- Depression
- Low self-esteem
- Health problems
- Poor grades
- Suicidal thoughts

## Students who bully others

Students who intentionally bully others should be held accountable for their actions. Those who bully their peers are also more likely to:

- Get into frequent fights
- Steal and vandalize property
- Drink alcohol and smoke
- Report poor grades
- Perceive a negative climate at school
- Carry a weapon

## Observers of bullying

Students who see bullying happen also may feel that they are in an unsafe environment. Effects may include feeling:

- Fearful
- Powerless to act
- Guilty for not acting
- Tempted to participate

## Schools with bullying issues

When bullying continues and a school does not take action, the entire school climate can be affected in the following ways:

- The school develops an environment of fear and disrespect
- Students have difficulty learning
- Students feel insecure
- Students dislike school
- Students perceive that teachers and staff have little control and don't care about them

## Strategies to deal with bullying

Cambridge Park High School has a school wide program designed to prevent or reduce bullying throughout the school setting which involves individuals, classrooms, the entire school, as well as parents and communities, to successfully address bullying.

## What the school will do

- All incidents of bullying will be noted by the supervising teacher and recorded on First Class
- A set of consequences will be put in place for perpetrators.
- Material on bullying, tolerance and positive social behaviour will be designed and included in the 7-12 curriculum.
- Emphasis will be placed on encouraging and focusing on children who are playing and interacting appropriately, through playground merit awards.
- Programs that promote resilience, life skills and social skills will be provided regularly and/or included in PD/H/PE lessons e.g. RAP, Mind Matters.
- All staff, while implementing the Whole School Management Program, will incorporate the bullying Policy.
- Ongoing collegial support will be provided, and professional development arranged as appropriate, by the Professional Learning Team.
- The Anti-Bullying Team and Welfare team will be responsible for educating the wider community through the P&C and articles placed in "Cambridge Times".
- Implement Digital Citizenship and Cyber bullying workshops across year groups to educate students regarding issues related to cyber bullying.
- Raise students' and parents' awareness of what cyber bullying is and why it is so harmful.
- Equip students with the skills and resources to treat each other respectfully when using cyber technologies.
- Give students information about how to get help if they, or others they know, are being cyber bullied.
- Teach students how to use cyber technologies in positive ways.

- Deal with homophobic bullying in the same way as any bullying situation, including racist or sexist behaviour. It is important, however, to acknowledge that the behaviour is homophobic, and respond to it accordingly. A teacher can state that they find the comments or actions offensive; ask the student if they know why the teacher has found their statement offensive; ask the student to consider the statement in light of agreed school rules around discriminatory language, and the feelings of the student who they have been bullying.

### Strategies for Teachers to Deal with Bullying

- Listen to the complaints and act upon them; empathy for the target is vital.
- Avoid labelling students.
- Focus on what you want when there is no bullying – move behaviour towards tolerance and acceptance; model this behaviour.
- Encourage students to be active bystanders, to tell about bullying and to support the target.
- Hold open discussions about bullying in the classroom; teach assertive skills.
- Provide feedback to all students involved in bullying incidents, so that they are aware of the consequences that have been implemented.

### Staff Expectations

Staff are expected to model the preferred behaviour – we treat each other with respect and promote a culture of tolerance.

It is expected that staff in classrooms will:

- Arrive punctually.
- Provide a safe and supportive school environment that encourages positive relationships between students, their peers and teachers.
- Establish expectations of student and teacher behaviour at the beginning of the year using the PBL model.
- Clarify the school policy on bullying at the start of the year.
- Apply effective PBL language and strategies with clear rules and consequences that are consistently applied and reinforced.
- Take action – step in; *don't ignore bullying* – record incidents on First Class and forward reports to the Student Welfare team.

It is expected that staff on playground duty will:

- Arrive punctually.
- Regularly supervise “hot spots” such as the toilets, back playground and canteen area. Special attention needs to be paid to children lining up after the bell; many incidents occur at this time.
- Watch out for loners (potential targets).
- Interact positively with students. Provide the message to both targets and bullies that you are around and being vigilant.
- Walk & talk; active playground duty monitoring. Change your circulation pattern regularly.

### Strategies for parents to deal with bullying

- Disbelief is natural. Stay calm and accept that all of us have the capacity to be involved on either the giving or receiving end of bullying.
- Listen calmly; note specifically what your child is saying.
- Let the school know what is happening.
- If the target, let your child know that it is not their fault.
- Try not to model bullying behaviour at home.
- Find out the facts from the school. Do not ring other parents as this causes unnecessary concern and often anger.

### Strategies for students to deal with bullying

There is no one response to stop bullies, nor a clear answer about the best actions students can take when they are being bullied. It can be very difficult for students to stop it on their own.

Here are some suggested responses to students when they ask for help:

- Try asking them calmly and politely to stop it and then increase this to telling them firmly and loudly to stop it.
- Consider putting on a 'protective shell' by acting unimpressed. If you feel up to it, make a funny comment.
- Keep notes (what, who, where and when) and make sure they know about it.
- Talk to a friend and ask for support and ideas about what you could do to solve the problem.
- Don't ignore it! Tell someone. If they don't help you, tell someone else until it is dealt with. Bullying is too important not to report. This includes incidents which involve someone else as the victim, not just you.
- If the problem reoccurs then tell someone again.
- Don't be fooled by the bully's threats to "get you" if you tell. You have a much better chance of being protected if you can say, *"I've already told Mrs..... and she knows that if I'm hurt, she should come looking for you."*
- Avoid joining in to encourage bullying. Being part of a group that is bullying someone else is just as bad as bullying yourself.
- Try to remain in sight of adults if you have been bullied.
- Stay close to friends or other children whenever possible. Being on your own makes you more vulnerable.
- If you are being bullied before or after school, then vary the times and routes for travelling to and from school.
- Leave expensive possessions and money at home. If you don't have it with you, it can't be taken away.
- By showing you are not upset or angry, you are giving the bully the message you are strong. (It's okay if you yell or get upset later.) Taking some strong breaths will help you stay calm.
- When you let your hands hang loose by your sides, you are giving them the message that you are relaxed and you're not afraid. (Even though you are a bit.)
- When you stand up tall, you are giving the message that you're not going to be pushed around.
- When you look a bully in the eye, you are giving them the message that you are in control and they can't be the boss of you.
- When you speak in a clear and steady voice, you are giving them the message that you know what you want and you're going to get it. (Think of the voice your parents use when they say "NO" and really mean it.)
- When you tell the bully **"Stop, I don't like it when you..... I want you to stop"**, you are giving them the message that you are not going to let them hurt you.

### Management of bullying behaviour

- Students (bully & bullied) interviewed by supervising teacher and given the opportunity to speak about their behaviour using the PIKAS method.
- Bullying incident detailed and recorded on First Class database.
- Normal classroom/playground management is continued including a behaviour contract/detentions for incident in line with the school's Behaviour Management Policy.
- Student counselled by Teacher and/or Year Adviser, and parents notified via First Class generated incident letter. If needed, referral to Girls Supervisor and/or School Counsellor and/or School Liaison Police Officer.
- If further actions or incidences occur, a meeting will be arranged between Principal, student and parents. Further consequences to be determined at the meeting. These may include extended behaviour contracts, playground detentions, further counselling with the relevant Year Adviser /School Counsellor/School Liaison Police Officer, more detentions, confinement/exclusion from areas of the playground, withdrawal of privileges etc.
- Continued bullying or severe bullying may result in suspension and Parent-Principal meeting on re-entry.

### Desired Outcomes

We know we are successful when:

- We have a happy and safe school with a caring environment where bullying in every instance is recognised as inappropriate behaviour and acted upon through a range of whole school responses.
- We have developed a range of anti-bullying responses that are shown to work.
- We effectively change the behaviour of students engaging in bullying behaviours.
- We provide students who are being bullied with ways of dealing with the issue that allows them to maintain control of the situation.
- Feedback from students being bullied indicates that they are happier and safer at school.
- Feedback from all groups (students, parents and teachers) within the school indicate that they have a clear understanding of what bullying is, how it hurts people and what they can do help reduce the incidence of bullying.
- We effectively communicate with all parties involved, including parents in a manner that includes meaningful feedback.
- Instances of cyber-bullying both within and outside the school are minimal due to effective education of students combined with effective responses to each cyber-bullying incident.
- We collect data from First Class that shows a reduction in the issue from the data previously collected.