



Bullying Prevention Policy and Procedures

1. Purpose

To ensure that bullying prevention at Swan View Senior High School is monitored and managed in an effective and timely manner.

2. Policy

- The Principal is responsible for the creation and maintenance of a safe and positive learning environment and the development of processes for the effective management of bullying prevention.
- The Principal must use approaches which:
 - are preventative in nature;
 - promote pro-social behaviour, student wellbeing and the development of self-discipline;
 - focus on early intervention; and
 - outline procedures for the management of ongoing bullying.

3. Background

At Swan View Senior High School our mission is to provide a learning environment where staff are consistent in their approach to behaviour and, where all students understand what is expected of them.

Swan View Senior High School is committed to ensuring a safe and supportive environment, where all members have the right to be respected and have a responsibility to respect each other and behave respectfully to one another. We have the responsibility to provide a learning environment that is inclusive and reduces all forms of bullying, harassment and aggression.

Our expectation is that students manage conflict responsibly, are kind, respectful, considerate and appreciative of others, and report bullying to staff. Swan View Senior High School does not tolerate bullying, violence, discrimination or harassment. All Staff at Swan View Senior High School has a responsibility to help prevent these behaviours from occurring.

Research, both in Australia and overseas, supports the following strategies to prevent and reduce bullying at Swan View Senior High School:

- A whole-school approach that utilises a multi-faceted approach to bullying prevention.
- An increased awareness of bullying in our school community through:
 - Bullying prevention sessions with students during transition to secondary school.
 - Year group and whole school assemblies.
 - Explicit teaching of expected behaviours.
- A whole-school detailed policy that addresses bullying.
- Effective classroom management, classroom rules and a positive School environment that promotes safety, as outlined in the Positive Behaviour Support section of the School website.
- Effective methods of behaviour management that are non-hostile and non-punitive, including use of Restorative Practices.

- Promoting collaborative relationships between the school, parents and the wider community on developing and implementing school-based strategies and programs with students.
- Development of a positive whole-school plan based on the teaching and recognition of respectful and pro-social behaviour.
- Develop active, trusting relationships within the whole school community.
- Establishment of a skilled student support team.
- Developing supportive and inclusive classroom environments.
- Teaching, encouraging and supporting help-seeking and positive bystander behaviour.
- Coordinating a highly visible and active approach to playground supervision.
- Offering a range of organised activities during break times that encourage positive peer relations and networks.

3.1 Rationale – What is Bullying ?

Bullying is “repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm”. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying can include:

- Verbal bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexist comments.
- Social/relational bullying: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.
- Physical bullying: Includes violent actions towards another person that involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone’s belongings, and unwanted touching.
- Cyberbullying: Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat.
- Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying, however these conflicts still need to be addressed and resolved.

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance).
- Not liking someone or a single act of social rejection.
- One-off acts of meanness or spite.
- Isolated incidents of aggression, intimidation or violence.

3.2 Roles Students May Play in Bullying

Students may take on different roles in different circumstances. The range of roles students take in bullying may be:

- As the target of bullying
- The student engaging in bullying behaviour
- As a bystander – someone who sees or knows about someone being bullied. Bystanders are those who are aware of, or witnesses to, the bullying situation. They can play a number of roles:
 - Students who assist the students who are bullying and actively joining in.
 - Students who encourage and give silent approval to the students who are bullying.
 - Students who watch the bullying (or hear about it) but are passive and do nothing.
 - Students who defend or support the student who is being bullied by intervening, getting teacher support or comforting them.
 - Bystanders play an important role in bullying. The ‘Swan View Way’ is for bystanders to get teacher support and look after young people impacted by bullying.

3.3 Rights and Responsibilities of School Community Members

Members of the school community have the right to expect that schools are safe and supportive learning environments. This expectation comes with a shared responsibility by the whole-school community to prevent and effectively respond to behaviours that have the potential to affect school safety and wellbeing, including bullying.

Swan View Senior High School focus on ensuring all members of the school community have explicit knowledge of their roles and responsibilities as well as support to develop the required skills to fulfil them.

Members	Rights	Responsibilities
All students, teachers, parents, wider school community	<ul style="list-style-type: none"> • are safe and supported in the school environment • are included • are treated with respect 	<ul style="list-style-type: none"> • positive role modelling and demonstrate respect for all people • participate and contribute to school positive behaviour programs • build positive relationships • demonstrate respect and tolerance towards others
School leadership	<ul style="list-style-type: none"> • is supported by the school community in developing the school's plan to prevent and effectively manage bullying • is supported by the school community in implementing the strategies and programs under the school's plan 	<ul style="list-style-type: none"> • fosters a safe and supportive climate across the school • provides leadership in resourcing the school's plan • ensures plans are clear and publicly available to the school community • ensures the school community is informed of the plan • implements the plan • supports staff to implement the strategies and programs under the plan
Staff	<ul style="list-style-type: none"> • feel safe and supported in the workplace • are informed by school leadership of the school's plan on bullying • have access to professional learning in preventing and effectively managing bullying • have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/emotional learning) 	<ul style="list-style-type: none"> • promote and model positive relationships • participate in developing the school plan • identify and respond to bullying incidents • deliver the strategies and programs to students in responding to bullying effectively • promote effective bystander behaviour • promote social problem-solving • use appropriate terminology when referring to bullying and the students involved • follow through with appropriate consequences being implemented when policies and procedures have been breached.
Students	<ul style="list-style-type: none"> • have access to curriculum that supports the building of resiliency and social skills • are informed by staff of the school's plan on bullying • are provided with supports by staff to stop bullying 	<ul style="list-style-type: none"> • understand and value the concepts of inclusion and tolerance • identify and respond effectively to bullying • are aware of themselves as bystanders • seek help for themselves and others as needed
Parents	<ul style="list-style-type: none"> • are treated with respect 	<ul style="list-style-type: none"> • support and encourage children to treat others with respect and tolerance

	<ul style="list-style-type: none"> • are confident their children are provided with a safe and supportive school environment • are provided with access to information on the prevention and management of bullying by the principal • are informed by the principal of the school's plan and opportunities to participate 	<ul style="list-style-type: none"> • model appropriate behaviours and teach children appropriate social skills including conflict resolution • act in accordance with the school plan if they observe/know about bullying • encourage children to report bullying incidents • work effectively with the school in responding to bullying
Wider community: including other professionals	<ul style="list-style-type: none"> • are strategically included in bullying prevention and management 	<ul style="list-style-type: none"> • provide support and input into the school's approach to preventing and managing bullying • strengthen the school's anti-bullying messages

4. Procedures

4.1 Targeted Intervention Strategies

We are committed to identifying and responding to bullying behaviours early. Early identification and effective responses reduce the associated risks and potential long-term harms caused by bullying. We also respond by restoring relationships and teaching about appropriate ways to relate to others in their responses to bullying incidents.

Targeted early intervention strategies include:

- Raising awareness of and planning around, specific forms of bullying, such as cyberbullying and racism.
- Identifying and targeting early signs of problematic peer relationship issues within the school community.
- Identifying individuals and groups at risk that require targeted programs.
- Teaching effective bystander behaviour to targeted groups or for specific situations.
- Teaching pro-social behaviour to identified students and groups.
- Providing effective options for individual students experiencing safety issues (such as buddy systems, alternative play areas and transition routines).
- Providing access to specialist/pastoral care staff and case-management processes for students at risk of being targeted or those who demonstrate bullying behaviour.
- Promoting the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.

4.2 Responding to Bullying

Swan View Senior High School has clearly articulated procedures for responding to incidents of bullying.

School staff

- Provide parents/caregivers of all students involved with information including key contacts and how the school will respond to bullying incidents.
- Use intervention practices that resolve conflicts and restore relationships.
- Help all students involved with the incident.

- Have a process for recording bullying incidences and interventions.
- Students who are being bullied are provided with support by staff to promote recovery and resilience.
- Case management of students involved in persistent bullying is implemented.

Students

- As soon as possible, get teacher support so they can help address the problem. Remember, it is always okay to talk about bullying.
- The Student Services Team can support with bullying situations and help students deal with bullying and harassment.
- Talk to someone at home about what is happening.
- Make a commitment to treating everyone with respect and dignity.
- If you are a bystander in a bullying situation, offer support to the person who is being bullied and encourage them to seek help.
- If the bullying is occurring online or via text messages, ensure records of the bullying are kept and talk to a teacher or guardian immediately.
- If students do not feel comfortable speaking to parents, staff or peers, the Kids Helpline can be contacted on 1800 55 1800 to provide further support and guidance.

Families

- Listen to the young person, offer support and contact the Student Services Team immediately. This ensures that the situation is addressed quickly and appropriately.

5. Document Control

<p>Reference Number: Owner:</p> <p>Created: Modified: Approved: Next Review: Links to Regulatory Framework:</p>	<p>Deputy Principal</p> <p>18 March 2022 21 June 2022</p> <p>21 June 2025</p> <p>Legislation/Authority</p> <ul style="list-style-type: none"> • Public Sector Management Act 1994 (WA) • School Education Act 1999 (WA) • School Education Regulations 2000 (WA) <p>Department Policies</p> <ul style="list-style-type: none"> • Behaviour Management in Schools • Duty of Care for Students in Public Schools • Family Court Orders in Schools 	<p>Implementation and Review:</p> <p>The Deputy Principal is responsible to the School Executive for the continuous monitoring and review of the <i>Bullying Prevention Policy and Procedures</i>.</p>
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