



Bullying, Discrimination and Harassment & Australian Wellbeing Framework for teachers and parents.

At The Farmhouse Montessori School we believe that students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behaviour that hinders teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Students, teachers, parents, caregivers and members of the school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying, discrimination and harassment. Our School is committed to creating a workplace with vision and meaningful direction, adhering to our code of conduct and practicing ethical behaviour to ensure a productive and safe work environment free from bully, discrimination, and/or harassment.

Definition

Bullying can be defined as deliberately hurtful behaviour, either physical or psychological, that occurs often over time by an individual or group of individuals and causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships.

Bullying takes many forms.

‘Conflicts and fights between equals or single incidents are not defined as bullying.’ (DET *Bullying: Preventing and Responding to student Bullying in Schools Policy 2011*)

	Direct	Indirect
Physical	Hitting Kicking Spitting Throwing Stones	Getting another person to assault someone
Verbal	Verbal Insults Name calling	Persuading another person to insult someone or do something Spreading malicious rumours
Non-Verbal	Threatening and obscene gestures Use of technology that causes distress, hurt or exerts undue pressure on another party. For example:- mobile phones, computers, videos, cameras or any form of mobile recording device, social media, text messaging or any other forms of e-communication	Removing and hiding belongings. Deliberate exclusion from group or activity Uploading pictures, photos and /or videos without permission

PURPOSE

The Farmhouse Montessori School is committed to providing a safe and equitable workplace for all staff, educators and students. Bullying, discrimination and harassment will not be tolerated under any circumstances. As part of this commitment, we aim to prevent workplace bullying by adhering to the Early

Childhood Code of Ethics, Fair Work requirements, and the school philosophy, ensuring a safe workplace and the wellbeing of all staff, Educators employed at the School and all students that attend.

SCOPE

This policy applies to staff, management, educators and students of the Farmhouse Montessori School.

IMPLEMENTATION

Workplace bullying occurs when a person or group of people repeatedly behave unreasonably towards a worker or a group of workers, creating a risk to health and safety. Bullying may involve any of the following types of behaviour:

- Aggressive or intimidating conduct
- Making belittling or humiliating comments
- Spreading malicious rumours
- Teasing, practical jokes or initiation of, or participation in 'initiation ceremonies'
- Exclusion from work-related events
- Unreasonable work expectations
- Displaying offensive material, and/or
- Pressure to behave in an inappropriate manner

Bullying does not include reasonable management action carried out in a reasonable manner.

Discrimination occurs when someone is treated less favourably than others because of a particular characteristic or belong to a particular group of people, such as age, race or gender, or belong to a particular group within the population (due to for example, religion, culture, or sexual orientation).

Harassment involves unwelcome behaviour that intimidates, offends or humiliates a person because of a particular characteristic as listed above.

There are a number of anti-discrimination, equal employment, workplace relations, and human rights laws which make it illegal to discriminate or harass a person in the workplace.

Our School philosophy, code of conduct and early childhood code of ethics will guide educator behaviours and interactions and adhere to best practice by providing a vision, and a purposeful and meaningful direction to ensure a safe working environment for all staff.

Management and Nominated Supervisor will ensure:

- A thorough induction process for new employees is conducted at the commencement of employment
- Compliance with discrimination law
- They have a comprehensive understanding of the Service's code of conduct, complaint and grievance policy and the Early Childhood Code of Ethics
- Educators are informed that inappropriate behaviour, including bullying and harassment will not be tolerated, and will be advised of potential consequences of this behaviour.
- Educators are aware of the bullying and harassment procedure
- Inappropriate behaviour is addressed in a timely manner
- Educators are aware of appropriate interactions through professional development and training
- Staff and Educators are aware of their job roles and responsibilities which will be clarified through job descriptions, team meetings, performance appraisals and clear management expectations.
- Be encouraged to embrace the uniqueness and diversity of their colleagues.
- Constructive feedback is provided to staff and Educators
- Communication practices are reviewed frequently to ensure best practice
- All staff and educators are treated equally and fairly.

Educators will:

- Be involved in decision making with a clear understanding of their roles and responsibilities, outlined in each individual job description
- Embrace the uniqueness and diversity of their colleagues
- Respect the skills, strengths and opinions of all educators in order to create team cohesion based on professionalism

- Comply with discrimination law
- Be responsible for their own actions in the workplace
- Raise matters of concern to management at an early stage.
- Provide management with specific information regarding the perceived bullying and be prepared to have the complaint made known to the person, to allow for fair management and rectification
- Maintain confidentiality and not discuss or release information relating to bullying allegations

Students have a responsibility to:-

- Behave appropriately, respecting individual differences and diversity
- Inform a teacher if they are being bullied or harassed or if they see someone being bullied i.e. behave as responsible bystanders
- Attempt to learn strategies to deal with bullying incidents.

Parent and Caregivers have a responsibility to:-

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community
- Work collaboratively with the school to resolve incidents of bullying ,discrimination and harassment when they occur
- Encourage their children to show consideration, respect and support for others and to develop responsible on-line behaviour
- Encourage their child to adapt learnt strategies to deal with bullying
- Encourage their child to notify teachers if they are being bullied or harassed or witness any incidents of such
- Inform the school if bullying/harassment is suspected

Managing Bullying/discrimination and harassment

The Farmhouse Montessori School implement the following initiatives to support students as part of our student welfare program.

1. Strategies will include: -

- Orientation Program. This commences before students commence and involves a buddy system in the Primary school program
- Visiting performances on anti-bullying/discrimination and harassment
- Welfare meetings and discussions
- Staff development days and courses to continue to develop staff expertise in this area.

Procedures for Dealing with Bullying/discrimination and harassment Behaviour

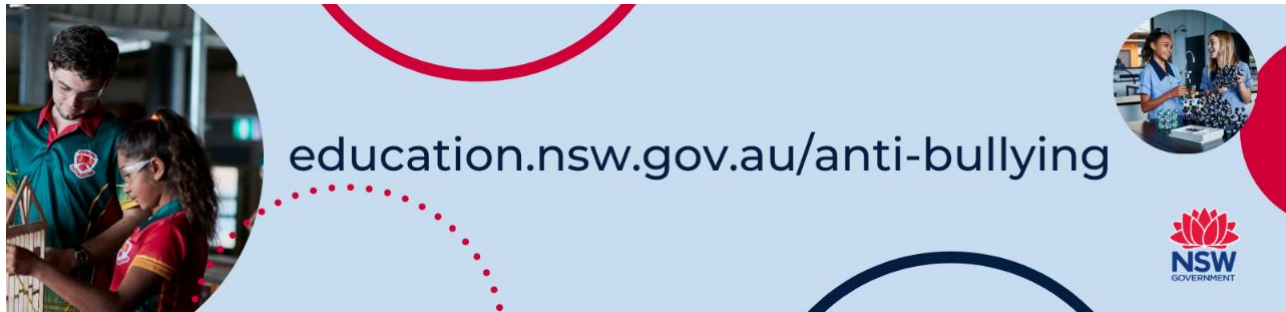
- Reporting – students are encouraged to report incidences of bullying to the teachers on playground duty or to their classroom teacher when they return to the classroom.
- ‘Group Time’ is also used to encourage students to discuss incidences of bullying.
- Parents wishing to discuss bullying issues arising with their child/children are encouraged to contact the school and make an appointment with the class teacher
- Dealing with behaviours – teachers deal with incidents as they arise
- Ongoing incidents are reported to parents and discussed at welfare meetings to create staff awareness and provide greater support for students
- Bullies and the victims of bullying are provided with consultation.

Evaluation

Incidents of bullying/ discrimination and harassment are monitored on an ongoing basis.

The school's Duty of Care Policy-Safe and Supportive Environment Policy, including the Bullying, Discrimination and Harassment Policy will be reviewed every three years in accordance with School guidelines.

NSW Anti-bullying



Bullying behaviour can happen in all social context within our community.

Featuring evidence-based research to support educators, parents and carers, and students to identify, prevent, and respond effectively to student bullying behaviours. The information on this website has been developed by the NSW Department of Education in consultation with the Association of Independent Schools of NSW and Catholic Schools NSW.

Parents and Carers:

What you can do if your child has been bullied, seen bullying, or if they may have been involved in bullying.

WHAT IS BULLYING?

Learn how to identify bullying and whether your child is involved in bullying at school.

What is bullying?

How to identify bullying, and signs your child might be involved in bullying at school.

Bullying is defined by three key features:

- it involves a misuse of power in a relationship
- it is intentional, ongoing and repeated
- it involves behaviours that can cause harm.

Having a disagreement with a friend, or a single incident or argument is not defined as bullying. These behaviours may be upsetting, and should be resolved, but they are not bullying.

Physical and verbal bullying, such as kicking or name calling can be easy to see (overt). Other types of bullying, such as social exclusion or spreading rumours are not as easy to see (covert).

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including being Aboriginal; they have a disability; their size or body shape; their schoolwork, hobbies or achievements; or other ways they may be different.

Bullying can also happen online using technology such as the internet or mobile devices. This is also called cyberbullying.

HOW CAN I TELL IF MY CHILD IS INVOLVED IN BULLYING?

Children who are bullied or are bullying others may respond and act differently.

Your child's behaviour and mood can change for a variety of reasons. Be alert to the possibility that the change may be related to bullying.

You may notice your child:

- doesn't want to go to school or participate in school activities
- changes their route to school or becomes frightened of walking to school
- drops in academic performance
- changes sleeping or eating patterns
- has frequent tears, anger, mood swings or anxiety
- takes money from home
- has unexplained bruises, cuts or scratches
- loses or brings home damaged belongings or clothes
- asks for extra pocket money or food
- arrives home hungry.

The signs of online bullying can be the same as signs of other bullying but may include other behaviours with phones and computers. For example, your child may:

- be hesitant about going online
- seem nervous when an instant message, text message or email appears
- be visibly upset after using the computer or mobile phone, or suddenly avoid it
- close a laptop or hide a mobile phone when others enter the room
- spend unusually long hours online.

Often children do not report bullying to their parents. This may be because they are afraid of upsetting their parents, feeling ashamed, afraid of making things worse, or worried that they may lose privileges such as access to the internet.

IF YOUR CHILD IS BEING BULLIED

Learn how to identify bullying and whether your child is involved in bullying at school.

Bullying should be taken seriously. Children and young people need to know that they are being heard, that their feelings matter and that their issue will be investigated respectfully.

If your child tells you they are being bullied, the following ideas may help.

Listen calmly and get the full story

Encourage your child to talk about what happened. Tell your child that reporting the bullying is okay.

Listen carefully. After they've told you about it, ask questions to get more details if you need to: who, what, where, when.

Reassure your child

Many children blame themselves and this may make them feel even worse. Say things like, 'That sounds really hard to deal with' or 'I'm so glad you told me. You should feel safe at school.'

Ask your child what they want to do – and what they want you to do

It is important that you help your child to find their own solution as this will help them feel that they have some control over the situation.

Your child may be reluctant for you to speak to school staff. Discuss the idea and reassure them that the school would want to know and is able to help.

Make an appointment to meet with your child's teacher and, if you need to, ask to talk with the principal.

Contact the school immediately if you have a concern about your child's safety.

Contacting your child's school

Ask the school for a copy of the anti-bullying plan and any information they have on bullying.

Work with your child's school to resolve the issue by establishing a plan for how the current situation, as well as any future bullying will be addressed. The school's counsellor or psychologist is also available if required.

It's important to know that schools must follow privacy laws and may not be able to tell you everything about any other children involved. These laws also keep you and your child's information private too.

Keep a record of the school meeting and ways in which you will work together to resolve the issue.

If the bullying continues or increases, contact the school. Working together with the school is the best way to help resolve bullying issues.

Discuss and practise strategies to respond to bullying

Many children and young people want to try to deal with the bullying themselves in the first instance.

The strategies below may be useful if your child feels safe using these ideas:

- Ignoring the person doing the bullying.
- Telling them to stop and then walking away.
- Pretending you don't care; act unimpressed or not bothered.
- Moving to somewhere safe.

Practise with your child at home so they can use the strategies in situations they find difficult. Give feedback on whether they are getting their message across assertively. Practising at home can help your child feel more confident about trying the strategies at school.

Support for Parents and Carers and children

Kids Helpline also has a parent line with trained teams who provide support, information and counselling for parents of children aged 0-18 years. You can call them for the cost of a local call between 9am to 9 pm Monday to Friday and 4pm to 9pm on weekends on 1300 1300 52.

Learn more about bullying at [Bullying. No Way](#)

If your child wants to talk to someone other than the school, or you think added support would help, you may refer them to [Kids Helpline](#). They can also call for free on 1800 55 1800.

IF YOUR CHILD HAS SEEN BULLYING

Learn how to identify bullying and whether your child is involved in bullying at school.

Your child might know someone who is being bullied and/or may have seen bullying happen at school.

Witnessing bullying can be distressing.

Encourage your child to talk about what happened

They might want to talk about:

- not knowing what to do or not wanting to make the situation worse
- not knowing if their actions will make a difference
- feeling worried about their safety if they intervene
- feeling worried about the impact of taking action on their friendships
- being anxious that they will be bullied as a result of intervening.

Let them know you take their concerns seriously. Ask your child what they want you to do. Don't jump in to solve the problem.

If there is risk of danger to anyone involved, contact the school. Tell your child that reporting the bullying is okay because kids often need help from adults to stop it.

Talk about being a supportive bystander/upstander

Bystanders can contribute to the problem - upstanders can stop the problem.

If other students are confident to take safe and effective action there is a greater possibility that the bullying will stop. This is known as being an upstander.

Upstanders can use words and/or actions that can help someone who is being bullied.

Suggest to your child if they feel safe to do so, they could:

- walk away and tell a teacher right away
- tell the person who is bullying you will get a teacher if they don't stop
- encourage your friends to walk away or tell the person to stop
- tell the person bullying you don't think what they do is cool or funny
- help the person who is being bullied go somewhere safe.

Tell them that if they don't think it's safe to say anything there are other things they could do:

- tell the person being bullied that it is not okay and they didn't do anything wrong
- ask them if they want help to get it stopped
- tell a teacher about it
- ask the person who is being bullied to join your group or game
- walk away as people who bully like others to watch.

Your child will be a good judge about whether it is safe to say something as they know the situation best.

Contact the school if your child tells you that the bullying is continuing or increasing

Let your child know that you can help them to report the bullying behaviour to the school. The school's counsellor or psychologist is available if required.

IF YOUR CHILD IS BULLYING OTHERS

Learn how to identify bullying and whether your child is involved in bullying at school.

It can be upsetting to find out that your child has bullied others. However, there are things you can do which can help your child.

Children who bully others need help and support to learn better ways of relating to others.

Focus on positive solutions

Children who bully others need help to:

- understand the effect of their behaviour
- take responsibility for their behaviour
- learn to repair the harm their behaviour has caused
- develop their social and emotional skills – especially conflict resolution
- treat others with respect.

Talk with your child

Try to understand why your child might be behaving in this way. Ask them about what they think is going on and why they are bullying someone else. Ask them what they think might help them to stop bullying. Bullying is complex. Sometimes a student who bullies other children in one situation may themselves be bullied in another.

Think about any issues or problems your child might be experiencing at school or home that may be impacting on their behaviour.

Explain why bullying is unacceptable

Explain what bullying is and why it is not acceptable.

Talk about the other person's feelings and help your child to understand what it is like for the person being bullied.

Ask them how they would feel if they were being bullied.

Consider what else might be happening for your child

Have any major events taken place recently to upset your child? Is the bullying happening because your child is feeling sad or stressed? Do other issues need to be resolved? Contact the school counsellor or school psychologist if you need to talk about support for your child.

Discuss and practise strategies to respond to bullying

Many children and young people want to try to deal with the bullying themselves in the first instance.

The strategies below may be useful if your child feels safe using these ideas:

- Ignoring the person doing the bullying.
- Telling them to stop and then walking away.
- Pretending you don't care; act unimpressed or not bothered.
- Moving to somewhere safe.

Practise with your child at home so they can use the strategies in situations they find difficult. Give feedback on whether they are getting their message across assertively. Practising at home can help your child feel more confident about trying the strategies at school.

STAYING SAFE ONLINE

Learn how to identify bullying and whether your child is involved in bullying at school.

Staying safe online

Online bullying – or cyberbullying – is engaging in bullying behaviour using technology such as the internet or mobile devices.

Online bullying is different from other forms of bullying.

- It is more likely to happen outside school.
- Harmful material can be shared quickly and long after the first incident.
- It can happen anytime, day or night.
- It is more difficult for children to defend themselves or get away.

What does online bullying look like?

Online bullying might include:

- sending abusive text messages and emails
- posting hurtful or threatening material on social media like Instagram, Facebook, Twitter and Snapchat, or on gaming sites
- imitating or excluding others online
- inappropriate comments on pictures of others
- threatening another person to do something such as sending revealing images.

How do I keep my child safe?

There are a number of key ways to keep your child safe online.

- Remind your child to tell a trusted adult if they are bullied online.
- Tell your child not to share their passwords with others.
- Remind your child to only give their mobile number or personal information to trusted friends.
- Talk with your child and understand the ways in which they are using the internet and their mobile phone.
- Find out the age restrictions for the sites and applications your child wants to use.
- Depending on the age of your child, set up your own accounts and ‘friend’ your child. By doing this, you can understand how the site’s privacy settings work, see what your child posts online and how your child responds to posts made by others.
- Make sure that your child’s account settings are set to ‘private’ to control who sees their information.
- Know how to block unwanted users.
- Encourage your child to only be friends online with people they know in day-to-day life.
- Remind your child to think carefully before they post comments, or upload or send images online.

Please also see the school Social Media & Cyber Safety Policy for more information to learn about the digital environment and keep updated on your child’s technology use. You can find out about using safety settings on your family’s web-connected devices, tips for choosing movies and games and strategies for keeping your child safe online.

What can I do if my child is bullied online?

Knowing your child is being bullied online can be distressing. Talk openly with your child about online bullying and help them with strategies they can use if they come across online bullying or are bullied online.

Here are some ways you can help.

- Remind your child not to respond or retaliate.
- Block or delete an online bully.
- Change their privacy settings.
- Keep a record of any incidents of online bullying.
- Contact the service provider. They can help with blocking messages and calls.
- Report the bullying.

Finding opportunities to speak with your child about bullying is important.

How to report online bullying

- Keep records or screen shots of calls or messages that are offensive or hurtful.
- Report serious online bullying behaviour to the [Office of the eSafety Commissioner](#).
- Call the police if your child is physically threatened.

For further advice about reporting online bullying use this [support tool](#)

Contact your child's school

It is important that schools and families work together to resolve issues of school-related online bullying. Encourage your child to tell a trusted adult at the school or notify the school yourself. The school's counsellor or psychologist is also available if required.

When contacting the school, you should:

- be specific about what has happened (give dates, places and names of students involved, if possible)
- make a note of what the school plans to do
- follow up with the school on the action taken.

COPING SKILLS, RESILIENCE AND TEENAGERS

Learn how to identify bullying and whether your child is involved in bullying at school.

Learning and developing positive coping skills in their teenage years will build resilience and wellbeing in your child and help set them up with an important skill for life.

Coping' describes any behaviour that is designed to manage the stresses and overwhelming feelings that come with tough situations. By learning and developing positive coping skills in their teenage years, your child will build resilience and wellbeing and be set up with an important skill for life. It's also important to understand the difference between positive and negative coping skills, and how these strategies can have very different long-term results.

Positive coping skills will help if:

- your child doesn't cope well with stress
- your child often feels overwhelmed
- your child's health and wellbeing are negatively impacted by stressful events and difficult emotions.

Why is it important to build coping skills?

Being young isn't easy. The teenage years are accompanied by a number of stressors and significant life stages. Throw into the mix the hormonal changes that accompany puberty and an increasing need to fit in with their peers, and it's no wonder that young people often find their adolescent years stressful and overwhelming. To tackle the difficulties that come with being a young person, it's crucial to encourage young people to develop positive coping strategies.

What is positive coping?

Positive coping strategies increase long-term resilience and wellbeing. In contrast, negative coping strategies usually only produce a helpful distraction in the short term. For example, using drugs and alcohol may provide temporary relief from difficult emotions, but reliance on this strategy can lead to substance

dependency and abuse. This is why a focus on positive coping skills is crucial in maintaining long-term wellbeing or resilience.

What is resilience?

Resiliency is the ability to 'bounce back' from a difficult situation. A resilient person is able to:

- withstand adversity
- learn from their experiences
- cope confidently with life's challenges.

Psychologists have identified some of the factors that make someone resilient. These include:

- having a positive attitude
- being optimistic
- having the ability to regulate emotions
- seeing failure as a form of helpful feedback.

Resilient teenagers are able to control their emotions in the face of challenges such as:

- physical illness
- change of schools
- transitioning from primary school to high school
- managing study workload and exams
- change in family make-up (separation and divorce)
- change of friendship group
- conflict with peers
- conflict with family
- loss and grief.

Resiliency can be taught through practising positive coping skills.

EDUCATORS

Support for educators in the prevention, early intervention or response to bullying behaviours.

A whole-school approach

Bullying is less likely to occur in a caring, respectful and supportive teaching and learning community.

AUSTRALIAN STUDENT WELLBEING FRAMEWORK

The Australian Student Wellbeing Framework is the national foundational document providing Australian schools with a vision and a set of guiding principles to support school communities to build positive learning environments, and to consider reviewing their current safety and wellbeing policies and support requirements.

The Framework is endorsed by Ministers of Education through the Education Council with input from all states and territories, education authorities and a range of national and international experts. It is based on evidence that recognises the strong links between student safety, wellbeing and learning outcomes.

RELATED LINKS

<https://studentwellbeinghub.edu.au/educators/framework>



The following five evidence-based elements, based on the Australian Student Wellbeing Framework help schools to implement a planned whole-school approach to promote student safety and wellbeing and effectively address bullying behaviour.

1-Leadership

Bullying is less likely to occur in a positive environment. Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

Visible leadership inspires positive school communities. School leaders work to establish approaches and procedures that promote wellbeing and foster a supportive school climate in which bullying is less likely to occur.

The Alice Springs (Mparntwe) Education Declaration 2019 states that 'schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion. Schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers.'

Wellbeing contributes significantly to the learning and life outcomes of children and young people.

Wellbeing is associated with better student outcomes from academic achievement to better mental health, and making responsible life choices.

Effective leadership is integral to the safety and wellbeing of the entire school community and includes:

- developing the school's vision and values, building on existing strengths, to enhance student learning and sustain the safety and wellbeing of the whole school community
- actively seeking and incorporating students' perspectives about safety and wellbeing in order to promote positive learning outcomes
- communicating the priorities for student learning, safety and wellbeing and encourage collaborative partnerships to enact the school's vision and values
- collaboratively developing whole school policies, plans and structures for protecting the safety and promoting the wellbeing of staff, students, and families
- regularly monitoring and reviewing school capacity to address the safety and wellbeing of the whole school community in order to identify areas of strength and those requiring improvement.

Preventing and effectively responding to student bullying behaviour requires consistent implementation of policies and procedures and widely communicated anti-bullying strategies and practices, such as having a well-defined process for parents and students to confidentially report bullying, and a clear plan of action for staff to follow when bullying is observed or reported.

Identifying 'at risk' students and intervening before an issue emerges or escalates helps to build and maintain a safe environment. Early intervention includes creating and implementing skill development for students identified as being at risk of social relationship difficulties, and for students who have previously experienced bullying or engaged in bullying behaviour.

Other preventative actions include establishing clear, whole-school behavioural expectations and utilising existing school teams (such as the learning and support team, student wellbeing team and/or student action teams) to oversee school safety and wellbeing initiatives by conducting regular classroom and playground reviews to determine what behaviours are occurring and recognising potential issues.

These include:

- direct sanctions
- restorative practice
- mediation
- Support Group Method
- Method of Shared Concern (also called Pikas Method).

An overview of these preventative and responsive approaches, their use in Australian schools and their effectiveness in addressing bullying can be found in the 2017 literature review conducted by the Centre for Education Statistics and Evaluation (CESE), [Anti-bullying interventions in schools - what works?](#)

2-Inclusion

Bullying is less likely in a culture that promotes inclusion. All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

Bullying is less likely to occur in an inclusive school culture that does not tolerate aggressive and disrespectful behaviour and actively promotes supportive and caring relationships.

This can be achieved by:

- recognising and valuing the role and contribution of staff, students and families in building and sustaining school connectedness
- respecting the diversity of the school community and implementing proactive strategies to build a cohesive and culturally safe school for all students*
- teaching, modelling and promoting values and behaviours that create and maintain supportive and safe learning environments, such as explicitly teaching social and emotional skills**
- fostering and maintaining positive, caring and respectful relationships among students and staff and between school and home
- engaging in professional learning to build staff capacity for preventing and responding to bullying behaviour
- having a shared understanding across the school community of what bullying is, and understanding how to prevent and respond to bullying behaviour
- promoting safe student upstander behaviour.

A strong focus on the explicit teaching of pro-social skills across the curriculum such as effective communication, relationship building, problem-solving and conflict resolution, helps develop skills to counter bullying. It also promotes a positive school culture that does not support aggressive or unfriendly behaviour, such as bullying.

A number of studies have shown that increased social and emotional competence is related to reductions in a variety of problem behaviours including bullying (Smith & Low 2013).

Social Emotional Learning programs can prevent bullying by helping students to develop skills in empathy, emotion management, social problem solving and social competence, all of which ‘can help orient youth toward more pro-social peer interaction and interpersonal problem solving, and provide students with strategies for coping effectively with peer challenges’ (Smith & Low 2013, p. 284).

Visit the personal and social capabilities section of the [Australian curriculum website](#) for more information.

3-Student Voice

Incorporating student voice in decision-making is a key contributor to a positive school culture. Students are less likely to engage in bullying behaviour when they feel valued. Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

Encouraging student voice promotes and demonstrates the important role students play in developing a positive school culture. A supportive teaching and learning environment free from bullying encourages healthy, happy, successful and productive individuals.

Students need to be actively connected to their learning, have respectful and positive relationships and experience a sense of belonging to their school and community.

Students play a powerful role in the development and maintenance of a safe school culture. Student-centred programs that include components of peer support, peer mediation, mentoring and student leadership present opportunities for relationship building between students and modelling of responsible social behaviour.

Schools that incorporate authentic student participation:

- provide opportunities for student decision-making over matters that affect them
- create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness
- actively engage students through the use of evidence-informed, strengths-based approaches to enhance their own learning and wellbeing

- explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum (for more information see Inclusion section)
- collaborate with students to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

Incorporating student voice in school decision-making contributes to a sense of belonging and ownership, a commitment to common goals and the maintenance of an inclusive and democratic school culture.

4-Partnerships

Bullying is a whole of community issue which requires a whole of community response. Effective schools have high levels of parental and community involvement, which is strongly related to positive student behaviour. Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.

Families are the first educators of their children and have a key influence on their learning and development. Schools also have an important responsibility in teaching and shaping the lives of young people. This is why it is important for families and schools to work together in partnership.

Schools can facilitate the development of partnerships by:

- proactively building collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing
- developing strategies to sustain culturally respectful partnerships with families and communities that are welcoming and inclusive
- building partnerships with Aboriginal and Torres Strait Islander families and community organisations to ensure a culturally safe environment and a two-way reciprocal exchange of knowledge on wellbeing issues
- building links with community organisations, services and agencies to assist schools in the early identification of need and to collaboratively plan targeted support for all students and families, including those from vulnerable groups
- regularly monitoring and reviewing school capacity to respond to specific instances of student and family need to protect their safety and wellbeing within the context of the school's urban, regional, rural or remote location.

Whole of community partnerships are important in supporting the development and wellbeing of young people. This is reflected in [The Alice Springs \(Mparntwe\) Education Declaration 2019](#) where partnerships between students, parents, carers and families, the broader community, business, schools and other education and training providers bring mutual benefits and maximise student engagement and achievement.

Partnerships with families and community organisations can help to create a consistent and supportive approach to student safety and wellbeing. Preventing and responding to bullying behaviour is a shared responsibility between all staff, students, families and the wider society. All members of the school community contribute to the prevention of bullying by modelling appropriate behaviour and respectful relationships.

Research of school-based anti-bullying policies by Ttofi and Farrington (2011) found a significant reduction in bullying when intervention programs included parent and carer involvement. Strategies that support parental and carer involvement include regular communication such as newsletters, parent consultation on policies, programs and approaches and after-school clubs to support parents of at-risk students (Thompson & Smith 2011).

The [Family-School Partnerships Framework](#) encourages sustainable and effective partnerships between all members of the school community, including teachers, families, and students. The Framework identifies seven dimensions as guidelines for planning partnership activities. It also provides practical guidance to school communities and school systems in implementing and fostering family-school partnerships based on existing good practice.

5-Support

Actively involving staff, students and families in promoting positive behaviour reduces bullying behaviour. School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this reinforces effective teaching and learning.

Effective whole-school approaches provide a framework for schools to promote positive behaviour for all students as well as for groups of students or individual students who require additional or individualised support.

A safe and supportive school is one that:

- Actively seeks the involvement of school staff, students and families in the promotion and recognition of positive behaviour
- Embeds wellbeing and positive behaviour support strategies that are evidence-informed and that promote resilience and align with the needs of the school community
- Implements a whole-school systemic approach to wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, students and families
- Engages in professional learning to support the consistent implementation of the school's plan for wellbeing and support for positive behaviour*
- Critically analyses and evaluate school data to inform decision-making in order to effectively respond to the changing needs of students and families.

A key feature of positive behaviour support in relation to anti-bullying is the explicit teaching and reinforcement of positive behavioural expectations across all school contexts (classroom, playground and online) and to all members of the school community.

Staff professional learning also builds the capacity of educators to identify opportunities for early intervention. It helps staff respond effectively with appropriate approaches and strategies and offer follow up support and monitoring of individual students and families who would benefit from additional support. Schools should look for opportunities to extend professional learning to include casual, specialist, non-teaching, preservice and visiting staff to increase knowledge of bullying and the capacity of school staff to apply evidence-based bullying interventions (Rigby and Johnson 2016).

School leaders should assess current levels of staff knowledge and understanding regarding bullying including online bullying. They should also assess the capacity of staff members to recognise bullying behaviour and respond effectively and consistently.

Preventing bullying

Whole-school approaches to preventing bullying focus on a supportive, caring, respectful teaching and learning community.

Understanding bullying

Bullying has three key features. It:

1. involves a misuse of power in a relationship
2. is intentional, ongoing and repeated
3. involves behaviours that can cause harm.

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; their size or body shape or any other ways they may be different.

Some students are bullied about their academic or sporting achievements or hobbies.

What bullying is not

A single incident or disagreement between peers is not bullying. However, these behaviours may lead to bullying and should be resolved.

STUDENTS

Support for students who have seen or have been involved in bullying.

I've seen someone bullied

HAVE YOU SEEN BULLYING HAPPEN BUT DIDN'T KNOW HOW TO STOP IT? THERE ARE THINGS YOU CAN DO.

The Upstander

Bystanders can contribute to the problem. An upstander is someone who offers support to the person being bullied.

Don't put your own safety at risk. Step in only if you feel safe to do so.

Bullying often happens in the presence of witnesses, or bystanders, who can play a key role in influencing bullying behaviour. Bystanders contribute to the problem - upstanders can stop the problem.

Who are bystanders?

Bystanders are people who watch or are nearby at the time the bullying takes place. You can be a bystander in person or online.

You may have been a bystander if you have:

- stood and watched in silence
- seen bullying happening online and said nothing
- laughed or walked away from the situation
- cheered or encouraged the person bullying
- forwarded an offensive image, post or text message to someone.

Who are upstanders?

An upstander is someone who offers support to the person being bullied.

What can I do?

If you see bullying and feel confident enough to take safe action, there's a bigger chance that the bullying will stop. You can use words or actions to help someone who is being bullied. This is called being an upstander.

A group of students standing up to bullying together helps everyone to stay safe.

Say or write something supportive to the person being bullied

For example:

- "Do you want me to come with you to the office to tell a teacher about this?"
- "I know you must feel pretty bad but they're the one with the problem."
- "Just ignore what they said. They're doing it to feel better about themselves."

Do something to help the person being bullied

You could:

- take them away from the person doing the bullying.
- encourage them to ask for help, for example go with them to get help.
- include them in your group and introduce them to your friends.
- suggest safe places for them to go.
- show them how to set their privacy settings on social networking sites and mobile devices.

Avoid joining in

Don't behave in ways that make the problem worse, such as:

- joining in with harassing or hurting someone.
- reinforcing the bullying behaviour by encouraging, cheering and laughing, even if it's from a distance or when you hear about it later.
- resending or responding to messages or photos that may be offensive or upsetting to someone.
- harassing, teasing or spreading gossip about others on social media.

Tell someone

If someone is being hurt, it's important to seek help.

If you're worried about what other people will say, tell someone else privately.

Even if the bullying happens outside of school, report it to someone who can help or someone you trust such as:

- your parents or someone in your family

- a teacher or a school counsellor or psychologist
- the police, if the bullying is causing serious harm
- to the [Office of the eSafety Commissioner](#) if it is serious bullying online.

I've been called a bully

What should I do if I've been called a bully? How do I correct my behaviour?

Is my behaviour bullying?

Do you feel upset or confused because someone has called you a bully? Have you been bullying others?

Are you thinking you may have bullied someone but you are not sure?

If you have been bullying others, admitting to it is a big thing

Taking responsibility for what you've done is the first step. You need to:

- accept that others don't like the way you behave
- think about how you have not been respectful or behaved inappropriately
- accept the consequences you've been given for bullying behaviour
- get ready to cooperate with your school and/or parents to work things out.

Think about the other person

Have you thought about how your behaviour is affecting the other person? They may feel:

- upset or scared
- that something is wrong with them
- like they have no friends and that no-one likes them
- that there's nothing anyone can do to help them
- that things could get worse if they report you.

Apologise, repair the damage and make a change

It may be okay to apologise to the person and reassure them that you will not do it anymore. However, don't be surprised if they don't trust you or aren't comfortable to talk with you about it. You could try writing them a letter to apologise for your behaviour or speak to them with your parent or teacher present. Assure them that you've learnt and won't behave like that again.

Take steps to repair the damage you have caused. If you were bullying someone online, remove any offensive or hurtful images or messages. There may be other ways you can repair the damage you have caused to others.

Tell a parent or teacher that you have been using bullying behaviours and feel bad about it. Ask them to help you to change your behaviour and to learn how to deal with conflict in better ways.

Think about why you bully others

There's no excuse for bullying but there could be a lot of reasons you've done this.

You may have felt pressured into doing it by friends, even when you knew it wasn't right. Maybe you've been in trouble at school because of this kind of behaviour. Think about why you may have done this.

Did you do it:

- because you were angry with someone?
- to make your friends laugh?
- to get even with someone?
- because you think the other person deserved it?
- to stop others bullying you?

There are better and less harmful ways to deal with these issues.

If you don't know why you are bullying others, talk to someone about it to help you work it out. A teacher or counsellor may be able to help you to understand why you were bullying and give you some strategies to help you deal with conflict better, learn about other people's feelings, or make and keep friends.

You can also go on the [Kids Helpline](#) website or call them for free on 1800 55 1800 – 24 hours a day, 7 days a week.

Learn about diversity

The world is made up of an enormous diversity of people and being respectful of those differences is important for getting on with others throughout your life.

Sometimes we are uncomfortable with people who are different from us. Sometimes this can lead to bullying.

Sometimes we copy the way other people think about and behave toward others without thinking about why. Learning about how people who are different from you see the world can help you behave respectfully.

What is bullying?

Bullying is when someone with more power than you deliberately and repeatedly tries to upset or hurt you.

Have you ever been picked on over and over again? That's bullying.

Have you ever been repeatedly left out of a group? That's bullying.

Have you ever been tagged in a photo online by a person who always upsets you on purpose? That's bullying.

Bullying is when someone with more power than you deliberately and repeatedly tries to upset or hurt you.

Types of bullying

Bullying can happen in person or online. It can be obvious (overt) or hidden (covert).

Bullying might involve repeatedly:

- physically hurting someone
- keeping someone out of a group (online or in person)
- saying mean or humiliating things, or spreading rumours or lies
- sending nasty messages or inappropriate images online
- tagging inappropriate images online.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including being Aboriginal; they have a disability; their sex; their size or body shape; their schoolwork, hobbies or achievements; or other ways they may be different.

What bullying is not

Bullying is not the same as conflict or disliking someone – even though these things may sometimes lead to bullying.

If someone teases or behaves in a mean or aggressive way once, it isn't bullying. It is not okay, but it isn't bullying. A fight or disagreement between friends isn't bullying.

Why bullying happens

Bullying can happen for many reasons. People may bully others because they:

- are angry or unhappy and take it out on others
- may have been bullied themselves
- think it will make them popular or cool
- are trying to fit in with a group
- struggle with school work
- have problems out of school
- don't respect people who are different from them
- think it is funny
- copy what they have seen others do before.

People who persistently bully others may do it to feel stronger and make other people like them. They may not see anything wrong with bullying.

Bullying is bad for everyone. People who are bullied need help to feel safe. People who bully others need help to change.

I'm being bullied

What to do if you're being bullied, including who to talk to and strategies to respond.

How you might feel

Bullying affects each person in different ways. You may feel:

- ashamed because it's happening to you
- unable to get out of the situation
- alone, with no one to help you
- unsafe and afraid
- like it's your fault
- like you don't fit in with the cool group
- stressed about what to do.

Talk to someone

It's important to seek help from others, especially if the bullying has been going on for a while and nothing you've done seems to work.

Telling someone isn't dobbing or weak. It shares the problem and helps you feel supported.

- Talk to your friends: they can help you tell a teacher or your parents or just to feel better.
- Talk to your parents: tell them what's been happening.
- Talk to your teacher or another staff member such as your school's counsellor or psychologist: tell them the situation. If you don't want to do this where others might hear you, make an excuse to see the teacher about something else, for example your homework, and talk in private.
- If you can't talk to someone face-to-face, you can contact [Kids Helpline](#). You can call them for free on 1800 55 1800.
- If you feel unsafe or physically threatened, call the police.

Strategies to try

If you're not in any immediate danger of being physically hurt and you feel confident you can do them, try these strategies:

- Ignore the bullying. Turn your back and walk away.
- Act unimpressed or pretend you don't care what they say or do to you. You could say, "Okay, whatever" and walk away.
- Say "No" or "Just stop!" firmly.

What can I do online?

Online bullying can happen to anyone, anytime, and can leave you feeling unsafe and alone. See [Staying safe online](#).

Talk to someone

Tell an adult about the online bullying. This could be a parent or carer, relative, adult friend or teacher. Your school can help to deal with bullying whether it happens in person or online if others students are involved.

If you're not comfortable to talk to someone face to face, contact [Kids Helpline](#). You can call them for free on 1800 55 1800.

Report it

- The [Office of the eSafety Commissioner](#) has information about:
 - How to block, delete or report anyone who is harassing you online
 - Online safety issues and what you need to know to protect yourself.
- If you feel physically threatened, call the police.

Source

- **Anti-Discrimination Act:** See <https://raisingchildren.net.au/disability/disability-rights-the-law/law/anti-discrimination-laws> for Acts for specific Australian states and territories.
- Australasian Legal information institute: www.austlii.edu.au
- Australian Children’s Education & Care Quality Authority. (2014).
- Australian Human Rights Commission. (2019). Reform of discrimination law: <https://www.humanrights.gov.au/>
- Early Childhood Australia Code of Ethics. (2016).
- *Fair Work Act 2009* (Cth).
- Fair Work Ombudsman. (2019). Bullying & Harassment: <https://www.fairwork.gov.au/employee-entitlements/bullying-and-harassment>
- Fair Work Ombudsman. (2019). Managing performance & warnings: <https://www.fairwork.gov.au/employee-entitlements/managing-performance-and-warnings>
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
- Guide to the National Quality Standard. (2017).
- Law Council of Australia. (2019). Bullying and harassment in the workplace: <https://www.lawcouncil.asn.au/policy-agenda/advancing-the-profession/equal-opportunities-in-the-law/bullying-and-harassment-in-the-workplace>
- Revised National Quality Standard. (2018).
- Safe Work Australia. (2019). Bullying: <https://www.safeworkaustralia.gov.au/bullying>
- *Work Health and Safety Act 2011* (Cth).
- *Workplace Relations Act 1996* (Cth).
- *NSW Government Anti Bullying policy*
- Adapted with permission from Bullying. No Way
- Kids Helpline
- The Alice Springs (Mparntwe) Education Declaration 2019

Policy Review Date	Modification	Review
2015, 2017		Jan 2019
Jan 2018	Merged policies anti bullying & Anti-Discrimination into one	Jan2019
March 2018	New Logo added Minor modifications made to comply with Fair Work requirements and Law	2020
March 2020	<ul style="list-style-type: none"> • Sentences reworded/refined. • Additional information added to points. • Sources checked for currency. • Related policies alphabetised. • Unnecessary/unrelated references deleted. • Relevant sources (websites & acts) added. Sources/references alphabetised.	2022
25 th March 2021	<ul style="list-style-type: none"> • NSW regulations added and sources added and updated • NSW Anti Bullying section added to current policy • Australian Student Wellbeing Framework added with Link 	2023

