**A DEFINITION OF BULLYING**

SCHOOL POLICY ENDORSED 7/11/2012

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. Cyberbullying 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.

Bullying behaviour can be:

- **Verbal** e.g., name calling, teasing, abuse, putdowns, sarcasm, insults, threats.
- **Physical** e.g., hitting, punching, kicking, scratching, tripping, spitting.
- **Social** e.g., ignoring, excluding, ostracising, alienating, making inappropriate gestures.
- **Psychological** e.g., spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

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

**Bullying behaviour is not:**

- Children not getting along well.
- A situation of mutual conflict.
- Single episodes of nastiness or random acts of aggression or intimidation.

1.0 SCHOOL POLICY

- Donnybrook DHS is a school with a zero tolerance toward all bullying behaviours.

2.0 SCHOOL CONTEXT

- Our school exists in a society where bullying behaviour does occur. Our school accepts that it has a set of responsibilities around:-
  - Having contextual learning programs about bullying behaviours.
  - Having appropriate prevention strategies to minimize the incidence of bullying behaviours.
  - Building capacity to respond to incidents of bullying that support both learning and minimization strategies.
  - All members of the school community share responsibility for and contribute to the prevention of bullying behaviour by modelling and promoting appropriate behaviour and respectful relationships.
3.0 SHARED RESPONSIBILITIES

- Principal: The Principal is responsible for:
  - Ensuring the development of, in collaboration with students, staff, parents and other members of the school community, the overarching policy framework around bullying (as part of the broader “Behaviour Management Framework”).
  - That this framework is aligned, in both the learning approach (explicit teaching and learning) and prevention and support strategies, with the phases of learning contexts as they change across K – 10.
  - The promotion of the framework within the school community and publication on the website.
  - Developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying.
  - Developing a statement of purpose that outlines individual and shared responsibilities of students, parents, staff, caregiver and the wider community for preventing and responding to bullying activity.
  - Identify and resource professional needs of staff in order that they can be effective in implementing the strategies covered in the Policy Framework on Bullying.
  - Managing procedures required under DOE policy involving system reporting and area like, Critical incident policy, Complaints policy etc.
  - Managing procedures involving external agencies who may be involved e.g., DCP, Department of Child Protection, Police, Health etc.
  - Monitoring and evaluating the effectiveness of the strategies within the Policy Framework on Bullying.
  - Reporting, within the Business Planning Cycle, on the effectiveness of the Policy Framework on Bullying.
  - Reviewing, within the Business Planning Cycle the policy framework and negotiating any necessary changes with stakeholders.

- Principal and Delegated Leadership Group (DP’s and AP). This leadership group is responsible for developing strategies:
  - Maintain a positive climate of respectful relationships where bullying is less likely to occur.
  - Implement programs for bullying prevention.
  - Embed anti-bullying messages into each curriculum area and in every year.
  - Address early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships.
  - Address early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour.
DONNYBROOK DISTRICT HIGH SCHOOL
An Independent Public School
PRINCIPAL – Peter Fitzgerald

- **Empower** the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.
- **Establish** and publicise clear procedures for reporting incidents of bullying to the school.
- **Respond** to incidents of bullying that have been reported to the school quickly and effectively.
- **Match** a planned combination of interventions to the particular incident of bullying.
- **Provide** support to any student who has been affected by, engaged in or witnessed bullying behaviour.
- **Provide** regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of incidents.
- **Identify** patterns of bullying behaviour and responding to such patterns.
- **Monitor** and evaluate the effectiveness of all strategies regularly within the Business Planning Cycle.

### 4.0 SCHOOL STAFF
- This relates broadly to all staff, but most particularly with those staff who deal directly with students on a daily basis, i.e., Teachers, EA’s and Clerical officers. School staff have a responsibility to:
  - **Respect** and support students.
  - **Model** and promote appropriate behaviour.
  - **Have knowledge** of school and departmental policies relating to bullying behaviour.
  - **Respond** in a timely manner to incidents of bullying according to the school’s Policy Framework about Bullying.
- In addition:
  - **Provide** curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

### 5.0 STUDENTS
- Students have a responsibility to:
  - **Behave** appropriately, respecting individual differences and diversity.
  - **Behave** as responsible digital citizens.
  - **Follow** the school Policy Framework about Bullying.
  - **Behave** as responsible bystanders.
  - **Report** incidents of bullying according to the Policy Framework about Bullying.
6.0 PARENTS AND CAREGIVERS

- Parents and Caregivers have a responsibility to:
  - **Support** their children to become responsible citizens and to develop responsible online behaviour.
  - **Be aware** of the school Policy Framework about Bullying and assist their children in understanding bullying behaviour.
  - **Support** their children in developing positive responses to incidents of bullying consistent with the school Policy Framework about Bullying.
  - **Report** incidents of school related bullying behaviour to the school.
  - **Work collaboratively** with the school to resolve incidents of bullying whey they occur.

7.0 THE SCHOOL COMMUNITY

- All members of the school community have the responsibility to:
  - **Model** and promote positive relationships that respect and accept individual differences and diversity within the school community.
  - **Support** the school’s Policy Framework about Bullying through words and actions.
  - **Work collaboratively** with the school to resolve incidents of bullying when they occur.

*Review Date by December 2015.*