



GREAT LAKES COLLEGE

ANTI- BULLYING POLICY

1. BULLYING

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.

2. BULLYING BEHAVIOUR

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

The term “bullying” has a specific meaning. The school’s Anti-bullying Plan sets out **the processes for preventing and responding to student bullying**. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

3. STATEMENT OF PURPOSE

Students, teachers, parents, caregivers and members of the wider school community have a responsibility to:

- promote positive relationships that respect and accept individual differences and diversity within the whole school community through the implementation of the college's Core Values
- contribute to the development of the Anti-bullying Plan and support it through words and actions actively work together to resolve incidents of bullying behaviour when they occur.

4. PROTECTION

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 Anti-bullying Plan.

In addition, teachers have a responsibility to:

- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Follow the school Anti-bullying Plan
- Behave as responsible bystanders
- Report incidents of bullying according to their school Anti-bullying Plan

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 Anti-bullying Plan and assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- Report incidents of school related bullying behaviour to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to:

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community
- Support the school's Anti-bullying Plan through words and actions
- Work collaboratively with the school to resolve incidents of bullying when they occur

5. PREVENTION

Whole school strategies

The implementation of the college's Core Values provides positive classroom and playground relationships framework that is consistent across all year levels. The Core Values together with PDHPE syllabus provides opportunities for discussion, DRAMA role-play, English selected novels, debates and other curriculum areas.

Other strategies, but not all, include:

- Surveys with staff, students and parents identifying issues and including the mapping of the school for safe and unsafe areas.
- Peer Support Program used 7-10.
- Peer Mediation taught to years 9 every year.
- Strong SRC operating with meetings held weekly.
- Anti-bullying policy is distributed annually [with the guide for families](#) and /or the whole policy
- A pastoral care program is in place through the Learning Support Team to provide additional support to students in need. This may be something as simple as asking for a teacher to volunteer to be a special buddy to a student in need of additional attention. The teacher would seek out the child at various times and engage in general conversation with the student.
- The College Campuses have an open door policy. Parents, staff and students know they will be given time if there is a problem.
- Anti Bullying Policy available on websites.
- Regular articles in Dolphin from College Welfare Team
- Raising staff, parent and student awareness of bullying issues at P&C, Staff and Year meetings.
- Anti bullying brochures, posters and messages displayed in the college.

Classroom strategies

Social skills including conflict resolution and cooperative learning techniques are taught through the lessons.. Strategies for dealing with bullying are taught. Teachers and students are more aware of appropriate ways to resolve conflict.

- Modelling of Core Values /RAP program
- Class rules are negotiated every year with teacher and students - based on Student Welfare Policy.
- Acknowledgement of positive student behaviours and relationships
- Provide opportunities for positive student interaction

Procedures for dealing with bullying behaviour

- Class teacher and student deal with smaller issues.
- Parent and staff work with students to look at underlying problems and seek solutions. Principal or staff member works with individuals or groups on strategies that work.
- District support staff are involved with pro-social programs if required. Issues are resolved in a calm manner with quite a large amount of time given to hearing what each student feels and assisting all students feel more able to cope.
- Restitution when required so that students have the notion of rights and responsibilities reinforced and the requirement to take responsibility for their own action.
- Information about bullying is disseminated in the school newsletter and at school assemblies. It is continually stressed that it is not sensible to suffer bullying in silence.
- Parents are requested to let teachers know if they become aware that their child is being bullied.
- All cases reported are investigated.
- In many cases students are brought together to mediate/resolve the issue.
- Bullying may be dealt with in specific social skills lessons.
- Counselling is undertaken.
- Follow up after bullying incidents have been resolved
- DEC Complaints Handling Policy
- Contacting Child wellbeing Unit, Community services/Police where appropriate
- Anti- Bullying Plan to be reviewed every 3 years

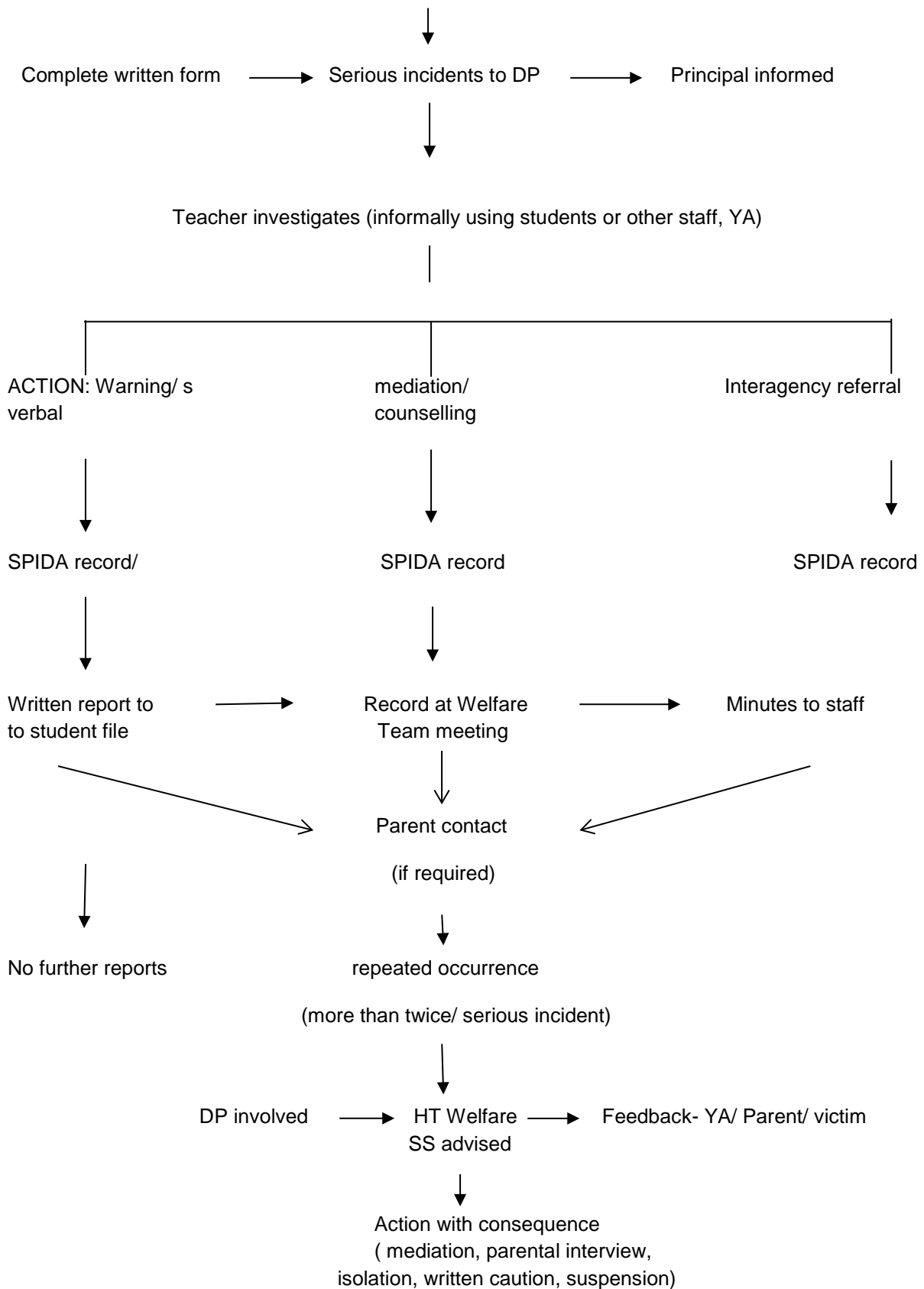
The Anti-bullying and Student Welfare Policies are written and endorsed with input from staff, students, parents and community representatives

6. EARLY INTERVENTION

- Identify students at risk
- Targeted programs including The Ripple effect, Art Heart, Rock & water, Boys to men day, Rainbow day, Mentoring
- Monitoring Attendance data ,SPIDA referrals, School Counsellor referrals
- Specific Transition information/programs
- Referrals to Learning Support Team
- Background details of any new enrolments to establish if any issues of bullying from previous school

7. RESPONSE

Student / Staff / Advocate reports the Bullying & Harassment to a teacher with whom they feel comfortable



8. ADDITIONAL INFORMATION

Child wellbeing Unit: 9269 9400

Child Protection Hotline: 133 627

DEC Student Services Forster Office: 65 917600

Useful websites:

Bullying No Way

www.bullyingnoway.com.au

Kidsmatter

www.kidsmatter.edu.au

Mindmatters

www.mindmatters.edu.au

National Coalition Against Bullying

www.ncab.org.au

9. PRINCIPALS COMMENT

Anti-Bullying Plan developed after consultation with staff, students, Parents. Team consisted of:

Graeme Jennings - College Principal

Kim Hamilton- Deputy Principal FC

Brad Germon – Deputy Principal FC

Paul Bulbert- Deputy Principal TC

Tony Koch- Deputy Principal SC

Tonia Hopley- Head Teacher Welfare FC

Jill Davies- Head Teacher Welfare TC

Jann Smith- Student Services SC

10. SCHOOL CONTACT INFORMATION

Great Lakes College Forster Campus

Cape Hawke Drive, Forster

Ph 65546062

Fax 65556904

Great Lakes College Tuncurry Campus

Northern Parkway, Tuncurry

Ph 65550500

Fax 65576511

Great Lakes College Senior Campus

Northern Parkway

Ph 65550555

Fax 65576511