

Korowal School Limited

Anti-Bullying Policy

Contents

1. Document Control	2
2. Policy Statement	3
3. Purpose	3
4. Scope	3
5. Related Documents	3
6. Legislation	3
7. Definitions	4
8. Principles	4
8.1 Safe and Supportive Environments	4
8.2 Respectful Relationships	4
8.3 Accountability	4
8.4 Enhanced development for Students	4
8.5 Protection of Students	4
8.6 Culture of Safety	4
8.7 Identifying and Responding to Concerns	4
8.8 Procedural Fairness	5
8.9 Evidence-based Practice	5
9. Context	5
10. Responsibilities	5
10.1 Teachers	5
10.2 Non-teaching staff	6
10.3 Principal (or their delegate)	6
10.4 Directors, Educational Leadership	6
11. Preventing Bullying Behaviour	6
12. Definition of Bullying Behaviours	7
13. Procedures	8
13.1 Allegations of bullying	8
13.2 Immediate response	8
13.3 Initial Questions	8
13.4 Inquiry	9
13.5 Wellbeing Support	9
13.6 Procedural Fairness and The Right of Appeal	10
• Restorative Practice	10
• Mediation	10
• Open Dialogue	10
• Network meetings	10
13.7 Disciplinary Procedures	10
13.8 Restorative Practice	10
13.9 Termination of Enrolment	10
14. Records	11
15. Further Information	11
Appendix 1	12

1. Document Control

Document name	Anti-Bullying Policy
Document owner	Korowal School Limited
Frequency of review	Within a 5-year period of the most recent approval date
Approved	Principal
Date approved	March 2022
Status	Current
Point of contact	Principal
Review due:	March 2027

Version control

Version	Date	Updated by	Description
2.0	19.01.2022	Executive Team	Final

2. Policy Statement

- 2.1 Korowal School aims to create a safe and supportive environment in which students, employees and families feel valued.
- 2.2 The School does not tolerate bullying in any form.
- 2.3 The School believes that it is essential to an individual's personal growth to flourish in connection with other people.
- 2.4 The School establishes strategies and practices to encourage appropriate behaviour according to the documented School's values, the Student Code of Conduct, and Student Rights and Responsibilities.
- 2.5 The School addresses inappropriate and unacceptable behaviour, including bullying, to change behaviours as outlined in the Student Discipline Policy.

3. Purpose

The purpose of this Policy is to:

- Minimise the risk of harm.
- Support the physical, social, academic, spiritual and emotional development of students.
- Provide policies and programs that develop a sense of self-worth, and foster personal development.
- Promote respect for each other, and the values and ethos of the School.
- Provide equal opportunity for all.

4. Scope

This policy applies to all members of the Korowal School community including students, parents and staff.

5. Related Documents

This policy is part of the Safe and Supportive Environment Statement and Policy should be read in unison with that document. This policy is also related to the School's other policies including but not limited to:

- *Codes of Conduct for Students and Parents Policy*
- *Student Discipline Policy*
- *Whole of School Wellbeing Policy*
- *WHS Policy*
- *Suspension and Expulsion Policy and Procedures*
- *Complaints Handling Policy*
- *Child Protection Policy Suite*

6. Legislation

These guidelines have been drafted with consideration to the following legislation:

This policy has been drafted to comply with the following legislation:

- *Education Act 1990 (NSW)*
- *Australian Education Act 2013*
- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*

7. Definitions

For a full list of definitions relevant to the School policies refer to the Definitions Register:

<https://www.korowal.nsw.edu.au/who-we-are/policies/>

8. Principles

The School adheres to the following principles:

8.1 Safe and Supportive Environments

The Policy supports the commitment by the School to create a safe and supportive environment and employ the [Child Safe Standards](#). A safe environment is one where the risk of significant harm is minimised and students, employees and families feel safe and secure.

8.2 Respectful Relationships

The School values relationships, in which an individual's personal growth can flourish in connection with other people. The goal when dealing with matters relating to bullying is to restore respectful relationships between those involved. To this end we:

- support the person who is the recipient or target of the bullying behaviour
- support the person who is the person involved in bullying behaviour
- provide appropriate skill building for all those people impacted by this behaviour

8.3 Accountability

The school is committed to holding students, parents and teachers accountable for their actions, ensuring open and honest communications are fostered.

8.4 Enhanced development for Students

A supportive environment facilitates and enhances the social, academic, physical and emotional development of students, employees and all those involved with the work of the School.

8.5 Protection of Students

The School is committed to fostering the wellbeing of students and to protecting them from any form of exploitation, abuse or neglect.

8.6 Culture of Safety

The School is committed to maintaining practices that create a culture of safety within which students and employees are supported and protected.

8.7 Identifying and Responding to Concerns

Where concerns arise about alleged bullying behaviour, the School is committed to maintaining robust systems for identifying and responding to such concerns. In dealing with allegations, the School will uphold

the principles of procedural fairness and any finding and actions will be based on a thorough and fair assessment of evidence.

8.8 Procedural Fairness

Korowal School acts on procedural fairness as a basic right for all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegation related to a specific matter and any other information which will be taken into account in considering the matter.
- know the process by which the matter will be considered.
- respond to the allegation.
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision making.
- an absence of bias by a decision-maker.

8.9 Evidence-based Practice

The School's response to bullying is built on an evidence-based framework that is informed by current research and includes the Method of Shared Concern (apply link to "Shared Concern" and Restorative Practices).

9. Context

9.1 Korowal must comply with the NSW Education Standards Authority (NESA) requirement to provide a safe, inclusive and supportive environment for students.

9.2 The NSW Dept. of Education names five evidence-based elements to help schools promote student safety, wellbeing and effectively address bullying behaviour. These five elements are: Leadership, Inclusion, Student Voice, Community and Family Partnerships, Support for Wellbeing and Positive Behaviours. More information can be found at:
<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators>

9.3 Ways to prevent or respond to student bullying behaviour are addressed through teaching and learning programs across the key learning areas including 'The Self and Relationships' strand of the mandatory Personal Development, Health and Physical Education curriculum.

9.4 This policy relates to student bullying. The WHS Policy applies to all employees, contractors and volunteers. When bullying involves a student and staff member, both policies apply.

10. Responsibilities

The School requires all stakeholders to support our Anti-Bullying Policy and Procedures, and operate within the Child Safe Standards.

10.1 Teachers

- support the school in maintaining a safe, inclusive and supportive learning environment

- model and promote respectful relationships and appropriate behaviours
- promote a school culture where bullying is not acceptable
- teach students to identify, report and respond to bullying at school and online
- manage reports of bullying and escalate matters to the principal (or delegate) when necessary.

10.2 Non-teaching staff

- refer any report of bullying to a teacher or school executive staff.

10.3 Principal (or their delegate)

- maintain a positive school climate which includes respectful relationships
- identify patterns of bullying behaviour and initiate school action to respond
- manage complaints about bullying in accordance with the Complaints Handling Policy
- ensure all external educational providers operate within the Child Safe Standards.

10.4 Directors, Educational Leadership

- manage complaints about how the school has responded to a report of bullying in accordance with the Complaints Handling Policy.

11. Preventing Bullying Behaviour

The School uses a range of methods to teach about appropriate, respectful behaviours in order to prevent bullying behaviour. These include, but are not limited to:

- Effective support structures for student wellbeing support through Class Teachers, Year Mentors, Stage Advisors, the Wellbeing Coordinator and Deputy Principal.
- Effective structures for communication of concerns for students, staff and families.
- Explicit teaching about kind and inclusive behaviour to promote respectful relationships through the PDHPE curriculum.
- Explicit teaching about the definition of bullying behaviours through the PDHPE outcomes integrated across the whole school K-12 curriculum.
- Explicit teaching for students, staff and families about the definition of bullying behaviours through staff meetings, class meetings, class communications, network meetings and individual conversations.
- Staff professional development on classroom behaviour management techniques, and detecting bullying behaviours.
- Inclusive and respectful structures in Assemblies, Morning Circles and Morning Meetings.
- Active supervision of students in class and on playground duty to monitor and respond to inappropriate, unkind and disrespectful behaviours.
- Timely and consistent action to stop racial, homophobic, misogynistic and discriminatory language and gestures.
- Direct access to Anti-bullying and Student Discipline policies, and Codes of Conduct, through the School Drive, on the School Website, in Staff and Student Handbooks.
- Periodic review of the School's *Anti-bullying Policy*, in order to ensure it remains effective and relevant.

In addition, the School may:

- Engage students across all year levels in anti-bullying programs from external providers, in keeping with the School's PDHPE program.
- Undertake confidential surveys of student wellbeing and bullying behaviour, and follow up on information received.

- Use an appropriate range of interventions and sanctions applicable to the age group and the situation to deal with and discourage identified bullying behaviour.

12. Definition of Bullying Behaviours

12.1 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 is a relationship problem and requires relationship-based solutions”
www.NCAB.org.au (National Centre Against Bullying)

12.2 Bullying behaviours 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.
- have long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlooker(s) or bystander(s).
- occur within the School setting, travelling to or from the School or outside the School, involving members of the School community
- be illegal if it involves intimidation, victimisation and harassment, including that based on sex, race, religion, disability, or sexual orientation, both online and offline.
- be 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 nbody shape or any other ways they may be different.
- Be about their academic or sporting achievements or hobbies

12.3 Types of Bullying:

- **Physical** - e.g., pushing, pulling, hitting, any unwelcome physical contact, pinching, poking; removing, hiding or damaging someone else's possessions.
- **Verbal** - e.g., spreading rumours, threats, demanding money or possessions, put downs, name calling, teasing, and ridiculing others and their achievements.
- **Sexual** - e.g., behaving in a sexual nature that is humiliating, offensive or intimidating, expressing unwelcome sexual comments about another person, unwanted attention or physical contact.
- **Social/psychological** - e.g., deliberately ignoring, spreading rumours, revealing secrets, excluding from friendship groups in order to cause feelings of alienation, shunning, hazing, manipulating social standing, threatening removal of friendships, non-verbal gesturing, intimidating.
- **Making** students perform humiliating acts in order to be accepted into the group.
- **Vilification** - i.e., verbal or physical aggression, antagonism, prejudice or name calling based on race, religion, sexuality, gender, abilities or conditions.
- **Cyber bullying** - e.g., to gossip, spread rumours, insult, reveal secrets or block from peer groups through the malicious use of information technologies such as mobile phones, websites, social media or similar means of communicating.

12.4 Bullying is not:

- **Rude behaviour** - Carelessly offending others through unpleasant, off-hand, tasteless and/or disrespectful words or behaviour.
- **Mutual conflict** – e.g., an argument or disagreement between people.

- Social rejection or dislike –people do not like everyone around them. Verbal and non-verbal messages of “I don’t like you” are not acts of bullying unless they involve deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- Expression of unpleasant thoughts or feelings, verbal or non-verbal. In human communication there are disagreements and some form of judgement about each other’s attitude and behaviour.
- Single episode acts of rude, mean or aggressive behaviour. These will not be ignored or condoned, as they are unacceptable behaviours. However, while they are not the same as bullying these behaviours may lead to bullying and should be resolved.

13. Procedures

In matters relating to students from Kindergarten to Year 12 we will consider and reflect upon the diverse needs inherent across such a range of developmental ages and abilities. The School reserves the right to respond according to the nature of the incident, the age of the student and the student’s previous behaviours.

13.1 Allegations of bullying

- People may be reluctant to report incidents of bullying so when a report is made, it will be taken seriously.
- A report of an incident or allegation can come from a student, student witness, parent, family member, employee and may also arise through incidental conversation, disclosure to the School counsellor or from a member of the public.
- An allegation or report of inappropriate, unacceptable or unkind behaviour made to an employee from any source requires a timely response.

13.2 Immediate response

Assess the situation. In the case of alleged bullying behaviour, a teacher must decide if:

- there is a physical injury that requires attention, then apply First Aid
- there is a risk of further escalation, separate the students and/or seek assistance
- adjustments need to be made to School travel, then inform the appropriate co-ordinator
- parents of students need to be contacted immediately, by phone or email, then inform the appropriate coordinator
- The student is offered wellbeing support through the most appropriate means, i.e., their Class Teacher, Year Mentor or Wellbeing Coordinator

13.3 Initial Questions

The teacher in receipt of the allegation or an appropriate coordinator asks initial questions to collect further details.

To the person making the complaint

1. Who is being unkind, and to whom?
2. What has s/he been doing?
3. Was anybody else involved?
4. Has this ever happened before?

NB: these questions may be asked verbally or in writing.

To the recipient or target

1. Who is being unkind to you?
2. What has s/he been doing?
3. Was anybody else involved?
4. Has this ever happened before?

5. How have you been responding?
6. How did this make you feel?
7. What needs to happen to make things right?
8. What can you do if this happens again?
9. Would you like to see the Wellbeing Co-ordinator?

To the person named by complainant

1. Who have you been unkind to?
2. What were you saying or doing?
3. How do you think this may have made that person feel?
4. What do you think you can do to fix this situation?
5. Would you like to see the Wellbeing Co-ordinator?

If the teacher establishes that there is evidence of bullying:

- the Principal is informed as soon as possible to allocate a staff member to conduct an inquiry
- the parents of students named are informed that there will be an inquiry

Arrangements are put in place to ensure that the staff working with the students involved are aware, increasing supervision and minimising contact between the individuals as much as is possible, depending upon the assessed risk, until the inquiry is complete.

13.4 Inquiry

The Principal nominates a senior staff member to undertake an inquiry. Parents of the children will be informed of the allegation by phone or email. During this initial phase, the Anti-Bullying Policy and Procedure will be emailed to families involved.

The delegated staff member will create a plan then inform the parents of the students involved that an inquiry into an allegation of bullying will take place, and that we will report back to them within an agreed timeframe.

The investigation process includes interviewing all relevant persons:

- targeted student
- reporter
- bystanders
- peers who are not closely associated with students involved
- teacher/s
- person accused of bullying behaviour

The targeted student and person accused of bullying behaviour will be offered support in the ongoing manner

- Staff member or support person to be present for the interview
- Ongoing access to the School Wellbeing Coordinator

Any other person being interviewed may request to have a support person present, especially when considering the diverse needs inherent across such a range of developmental ages and abilities.

Following this the investigator will provide a written report to the Principal with recommendations. The Principal will make a decision as to whether or not the allegation is upheld.

13.5 Wellbeing Support

- Throughout this process, students involved are offered ongoing wellbeing checks by the most appropriate staff member and/or Wellbeing Coordinator.
- A buddy system will be implemented for the students directly involved. The buddy may be a fellow student, a more senior student or staff member.
- Where deemed necessary, a support group will be established.

13.6 Procedural Fairness and The Right of Appeal

The Principal arranges to meet with, and present findings to, the parents and students, who will be informed of their right to procedural fairness, and be offered the right of appeal. The School's commitment to the restoration of respectful relations will be discussed and planned. The methods to ensure this outcome may include:

- Restorative Practice
- Mediation
- Open Dialogue
- Network meetings

13.7 Disciplinary Procedures

The disciplinary procedures undertaken by the School will be in accordance with the Student Discipline Policy, and the Suspension and Expulsion Policy, with variance according to the seriousness of the offence.

When an allegation of bullying behaviour is upheld, the offending student/s will be informed that future behaviour will be being closely monitored. The student/s will be required to sign an agreement outlining expectations for future behaviour as outlined in the Student Discipline Policy, and will undertake the following incremental consequences, depending upon the severity of the bullying undertaken:

- 1st Offence: In-school suspension - Student is to continue work at school but not with their peers or home class
- 2nd Offence: School suspension - Suspension from attending school for up to 4 days
- 3rd Offence: Extended suspension - Suspension from attending school for up to 20 days

If however the behaviour of a high school student is found to have been ongoing and unreported, and that the impact of this behaviour on the targeted student has had dire effects, the school reserves the right to skip stages in the consequence chain.

13.8 Restorative Practice

Restorative Practice uses an explicit framework that has been designed to establish and maintain significant relationships. It seeks to ensure that the consequences for misbehaviour have relevance and meaning within the school community context, fostering individual responsibility and helping develop empathy.

Restorative Practice includes strategies that seek to repair relationships that have been damaged by creating opportunities for participants to move towards a common understanding and acceptance of the impact of their behaviour, and take action to repair the relationships. The teacher, coordinator/advisor or deputy principal will determine the appropriate time to introduce this Practice in consultation with the student and/or parent.

Restorative Practice begins as early as Kindergarten with questions such as "What happened?", designed to begin discussion and reflection. Time and space are provided for open communication based on the reflective questions, as seen in Appendix 1.

Restorative Practice may not always be appropriate close to a bullying event occurring. Mediation may be recommended in some instances and will only occur with agreement of all parties.

13.9 Termination of Enrolment

Termination of enrolment is the decision of the Principal. This may also be considered during a long suspension.

14. Records

It is essential that records are kept of allegations, responses, investigations and disciplinary procedures so that appropriate tracking can take place. These will be recorded in the School's Wellbeing records.

The school maintains records of disciplinary actions taken in its administration system for a period of seven years after enrolment ceases.

15. Further Information

- Current resources are directly available through
- Beyond Blue <https://www.beyondblue.org.au/>
- Be You <https://beyou.edu.au/>
- Headspace <https://www.headspace.org.au/>

Should you require further information about this policy, please contact the Principal.

Appendix 1

Restorative Questions - When things go wrong

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

Restorative Questions - When someone has been hurt

1. What did you think when you realised what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

Reference: Real Justice TM | International Institute for Restorative Practices