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## Student Anti-Bullying Policy

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### 1 PREFACE

Shearwater, the Mullumbimby Steiner School, is hereby referred to as 'the School'.

The School's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the *Education Act 1990* and of the NESAs for registration of the school.

### 2 OBJECTIVES

Through implementing this policy, the School aims to ensure that:

- The school community understands what bullying behaviour is, and that it is not acceptable.
- The school community works towards minimising the occurrence of bullying through modelling, teaching and practicing positive social values, skills and behaviours.
- Students are empowered to develop self-responsibility, empathy and consideration for all living beings.
- The school community feels confident and equipped to respond to incidents of bullying in an effective, respectful and timely manner.
- All students feel safe, respected, valued, and connected to their school community.

### 3 SCOPE

This policy applies to employees, students, parents, visitors, contractors, volunteers, stakeholders and members of the primary and high school community.

### 4 DEFINITIONS

Bullying is a pattern of behaviour where people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. Bullying behaviour is deliberate, repeated, selective and uninvited.

Bullying is not:

- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights.

Examples of behaviour that, if deliberate and repeated, classify as bullying include:

1. Verbal bullying – Name calling, put downs, sarcasm, insults, racists, sexual or gendered remarks
2. Physical – Hitting, punching, pushing, spitting, tripping, hair pulling
3. Social – Ignoring, excluding, ostracizing, alienating
4. Psychological - Spreading rumours, damaging property, making inappropriate gestures, giving dirty looks, threats
5. Cyber bullying – Engaging in verbal, social and psychological bullying behaviour through the use of information technology (e.g. email, SMS, social media)

## **5 PRINCIPLES AND COMMITMENTS**

All members of the school community have a right to experience positive and respectful relationships in a safe environment. As such, bullying behaviour is not acceptable in any shape or form.

At the core of the School's approach to responding bullying behaviour is the understanding that each individual child is a developing being whose choices and behaviours are connected to a web of relationships from which they cannot be isolated. It is, therefore, the responsibility of the School and the child's family to heal this behaviour.

The School also recognises that student engagement and wellbeing plays a pivotal role in developing the personal attributes and social competencies that minimise the occurrence of bullying behaviour in a community.

When responding incidents of bullying, the School places emphasis is on transforming behaviour. As such, the School is careful not to label a child as 'the bully', but rather label their behaviour.

The School is committed to minimising bullying behaviour through maximising student wellbeing, promoting awareness of what constitutes bullying behaviour, and teaching students how to respond to such behaviour in an effective manner. The School seeks to deliver upon this commitment through:

- Delivering programs, events and activities that enhance student wellbeing and embrace and celebrate student diversity
- Delivering education programs that target the development of positive peer relationships through promoting resilience, social skills, assertiveness, problem solving and conflict resolution
- Promoting the use of relationship-based pedagogy (e.g. cooperative learning and problem solving) to develop positive peer relationships
- Ensuring behaviour expectations and consequences are clearly defined, regularly communicated to and easily accessed by all members of the school community
- Requiring all members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships
- Explicitly teaching students effective strategies for responding to bullying or inappropriate behaviour
- Delivering community wide awareness campaigns on the nature, symptoms and responses to the various types of bullying (e.g. cyber bullying)

- Developing strong partnerships with families to reduce unacceptable behaviour
- Developing and supporting strong and authentic student leadership programs
- Providing adequate and effective supervision of students during school hours.

The School is also committed to responding to incidents of bullying behaviour in an effective, respectful and timely manner. This will be achieved by:

- Providing professional development for staff on effective responses to bullying behaviour
- Requiring that teachers intervene firmly and swiftly to manage any unacceptable situation that compromises a student's safety and wellbeing
- Implementing response procedures that are fair, respectful, based upon restorative practices and require swift action
- Designing response procedures to teach accountability, responsibility and positive social skills
- Ensuring that response procedures are clearly defined, regularly communicated to and easily accessed by all members of the school community.

## **6 RELATED LEGISLATION, POLICIES & PROCEDURES**

- WS-POL-Behaviour Management Policy
- HS-PLN-Anti-bullying Action Plan
- HS-CDE-Student Code of Conduct
- WS-CDE-Code of Conduct (employees, contractors and volunteers)

## **7 ROLES & RESPONSIBILITIES ROLES & RESPONSIBILITIES**

The Board is responsible for ensuring that this policy is reviewed for effectiveness and updated on a regular basis.

The Head of School is responsible for ensuring that this policy is implemented through the development and implementation of action plans, procedures and other documentation. The Head of School is also responsible for ensuring that these documents are monitored for implementation, reviewed for effectiveness and updated on a regular basis.

## DOCUMENT HISTORY

Version:	Date approved:	Description of changes made from previous version
V1	2017-03-30	
Draft B		Reviewed and went out for faculty comment. Comments and corrections included.
Draft A	NA	
Next review date:		

Version:	Author:	Reviewed by:	Approved by:
V1	C Rubsamen		
Draft B		NA	Greg Parkes
Draft A	Bec McNicholl	Cherie Kendall & Gabe Karkkarien.	NA