

1. **Rationale:**

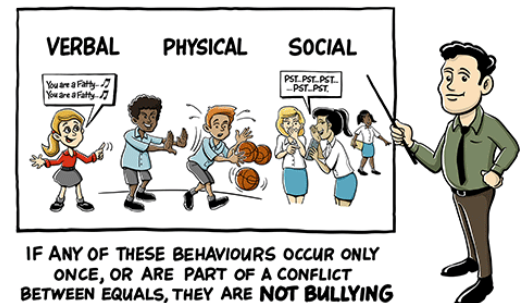
- 1.1. Ripley Valley State Secondary College's anti-bullying policy is part of our Positive Behaviour for Learning (PBL) support processes. Students are explicitly taught expected behaviours and receive positive reinforcement for demonstrating expectations. PBL and Wellbeing lessons have been developed with an explicit focus on preventing bullying and harassment, as well as strategies to support students in preventing and responding to instances of bullying and harassment.

2. **Purpose:**

- 2.1. Ripley Valley State Secondary College is dedicated to creating and maintaining a safe and supportive environment for all our students, staff and community.
- 2.2. There is no place for bullying at Ripley Valley State Secondary College. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our College community's expectations and endeavours for supporting all students.

3. **Australian Legislation and Department of Education Policies:**

- 3.1. All school community members will follow and are subject to the follow legislation documents and Department of Education Policies:
 - 3.1.1. Disability Discrimination Act 1992
 - 3.1.2. Disability Standards for Education 2005
 - 3.1.3. Education (General Provisions) Act 2006
 - 3.1.4. Education (General Provisions) Regulation 2006
 - 3.1.5. Criminal Code Act 1991
 - 3.1.6. Anti-Discrimination Act 1991
 - 3.1.7. Commission for Children and Young People and Child Guardian Act 2000
 - 3.1.8. Judicial Review Act 1991
 - 3.1.9. Human Rights Act 2019
 - 3.1.10. Workplace Health and Safety Act 2011
 - 3.1.11. Workplace Health and Safety Regulation 2011
 - 3.1.12. Right to Information Act 2009
 - 3.1.13. Information Privacy Act 2009
 - 3.1.14. Racial Discrimination Act 1975
 - 3.1.15. Sex Discrimination Act 1984



4. **Definitions:**

4.1. Bullying:

- 4.1.1. The national definition of bullying for Australian schools says:

- 4.1.1.1. Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- 4.1.1.2. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).
- 4.1.1.3. Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.
- 4.1.1.4. <https://bullyingnoway.gov.au/WhatsBullying/DefinitionOfBullying>

4.2. Bystander:

- 4.2.1. Someone who witnesses bullying in action and say or do nothing because they are either; afraid, don't know what to do, or they think bullying is okay.

4.3. Upstander:

- 4.3.1. Someone who witnesses bullying in action and has the courage to choose a safe response; let the bully know that their behaviour is not okay, support the victim, report the bullying.

5. Examples of Bullying:

Behaviour	Example
Indirect and covert social bullying	You and your friends repeatedly move away every time a particular student comes near.
Direct and overt social bullying	You and your friends repeatedly tell a certain person that they cannot sit with you at lunch.
Direct and overt cyber bullying	You start a fake Facebook account and start posting rumours about a certain person at your school and encourage others to like and share it.
Indirect and overt cyber bullying	You hear some really nasty gossip about someone at your school. You didn't make it up or start the rumour. You post on your social media account that night, 'Hey I heard that ..., is it true?' and then you tag all your friends.
Direct and covert physical bullying	During a soccer game at lunch, you and a friend have a secret signal to encourage each other to kick the ball 'accidentally' at a certain student's face.

6. Roles and Responsibilities:

6.1. All members of the school community will:

- 6.1.1. Adhere and follow the College's Responsible Behaviour Plan
- 6.1.2. Know that bullying is not tolerated.

6.2. Students who experience bullying report they:

- 6.2.1. are heard
- 6.2.2. know how to report bullying and get help
- 6.2.3. are confident in the school's ability to deal with the bullying
- 6.2.4. are helped to feel safe again
- 6.2.5. are helped to rebuild confidence and resilience
- 6.2.6. know how they can get support from others

6.3. Students who bully

- 6.3.1. are held to account for their behaviour and the harm they have caused through appropriate disciplinary measures and learning programs
- 6.3.2. are taught to behave in ways that do not cause harm in the future because they have developed their social and emotional skills and knowledge about the effects of their behaviour
- 6.3.3. are supported to learn how they can take steps to repair the harm they have caused

6.4. The school community

- 6.4.1. is aware of the activities and strategies the school uses to prevent and respond to bullying
- 6.4.2. is engaged in developing and reviewing the actions taken by the school to address bullying
- 6.4.3. celebrates the success of the school's approach to bullying and promoting safety
- 6.4.4. understands the role they play and the actions they can take in preventing and responding to bullying

6.5. School leaders, teachers and other school staff

- 6.5.1. develop whole school policies that meet the expectations of their school community and school sector
- 6.5.2. promote a positive school culture where bullying is not tolerated and cannot flourish
- 6.5.3. continually develop school practice based on knowledge and evidence of what works
- 6.5.4. know how to respond to reports of bullying

- 6.5.5. regularly review their actions to address bullying
- 6.5.6. use teaching and learning opportunities to address bullying
- 6.5.7. ensure supports are in place to prevent and respond to bullying
- 6.5.8. have addressed environmental issues and promoted safe play and learning areas and are constantly vigilant in their supervision of students
- 6.5.9. participate in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- 6.5.10. gather useful information about the effectiveness of the actions to address bullying, and this data is used for monitoring and evaluation
- 6.5.11. work in partnership with parents/carers, other schools and community partners to promote safe communities.

6.6. Parents/carers report they

- 6.6.1. know the school does not tolerate bullying
 - 6.6.2. are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
 - 6.6.3. have confidence the school will take any complaint about bullying seriously, investigate/resolve as necessary and will deal with the bullying in a way that protects their child
 - 6.6.4. are aware of ways in which they can support the school's action against bullying
 - 6.6.5. know how they can support their child if affected by bullying
- (adapted from DCFS, 2007)

7. Preventative Strategies:

- 7.1. Many bullying behaviours are maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our College does not encourage students to place themselves at risk, our anti-bullying procedures involve giving teaching staff and students a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced. Our school wide strategies include:
 - 7.1.1. Universal behaviour support processes through PBL will always remain the primary strategy for preventing problem behaviour, including preventing the onset of bullying and harassment.
 - 7.1.2. All students know our College Expectations.
 - 7.1.3. All students are explicitly taught our College Values and the behaviours that lie under each of these across a variety of areas in the College.
 - 7.1.4. All students are explicitly taught to recognise all forms of bullying and harassment, and how to respond appropriately using the HIGH 5. These lessons are scheduled to occur at the same time in order to maintain consistency of skill acquisition across the College.
 - 7.1.5. All students are taught how to have Respectful Relationships through the college Wellbeing program.
 - 7.1.6. All students are taught pro-active strategies to support their friends in times of conflict through the College Wellbeing program.
 - 7.1.7. All students are receiving high levels of positive reinforcement for demonstrating expected behaviours.
 - 7.1.8. Active supervision is a permanent staff routine in the non-classroom areas. This means that staff on lunch duty are easily identifiable and are constantly moving, scanning and positively interacting as they supervise and move through the grounds.
- 7.2. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying

process at Ripley Valley SSC takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

7.3. HIGH 5

7.3.1. Students are explicitly taught and follow the High 5 strategies

7.3.1.1. Talk Friendly

7.3.1.2. Ignore

7.3.1.3. Talk Firmly

7.3.1.4. Walk Away

7.3.1.5. Report

7.4. STYMIE

7.4.1. Students access the STYMIE app to anonymously report bullying that they have witnessed happening to either themselves or others.

8. Responses to Bullying:

8.1. Ripley Valley State Secondary College records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into OneSchool and can be recalled as a summary report at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

8.1.1. Students will be subjected to the School wide Responsible Behaviour Policy

8.1.2. Parents/Carers will be notified regarding consequences.

8.1.3. Each case will be investigated by HODs/DPs

8.1.4. Each consequence will be decided based on a case-by-case basis