Court Grammar School	**Topic**	**Anti-Bullying**
	Director General's Requirement	**4: Levels of Care**
	Originally Released	**January 2013**
	Date for Review	**2025**

Introduction

Bullying prevention plays a role in ensuring that all schools build a safe, positive and supportive school culture that fosters caring, positive and respectful relationships between all involved in the school community.

'Every school is expected to have a safe, supportive, respectful and positive learning environment free from bullying, harassment, discrimination and violence, so student wellbeing and academic outcomes are maximised.'

'Court Grammar School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.'

Definition

'The Director General has adopted the national definitions of bullying, harassment and violence available on the Australian Government websites studentwellbeinghub.edu.au and bullyingnoway.gov.au and expects schools to adopt these or similar definitions.

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have 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. However, these conflicts still need to be addressed and resolved.'

The national definition of bullying for Australian schools recognises the needs of the educational context for a definition that emphasises relationships and potential areas for action. *https://bullyingnoway.gov.au/UnderstandingBullying/Documents/what-is-bullying.pdf*

Bullying involves**:** Verbal bullying; Social/relations bullying; physical bullying; cyberbullying and bystanders.

The key features of bullying are that it:
- causes hurt and distress,
- is repeated,
- involves the use of power in an unfair way.

Bullying need not always be done by the older or stronger. "Bullying up" is bullying done by the smaller, the younger and the weaker, who either use anonymous means to bully, such as cyber

bullying, or overt means to bully, knowing that any retaliation would make the provoked person look like they are the bully.

Symptoms of Bullying

For behaviour to be classified as bullying, it needs to involve repeated actions that are designed to cause hurt. Not having friends or not being popular isn't necessarily a sign that a person is being bullied. It may simply mean a person lacks inter-personal skills. There is a difference between bullying behaviour and what can be described as normal inter-personal conflict.

The symptoms associated with bullying include, but are not limited to; not wanting to go to school, anger, tears, depression, low self-esteem and a raft of psychosomatic symptoms such as headaches and stomach aches. Bed-wetting and sleeplessness can also be symptoms of bullying, particularly in the young. Withdrawal and reluctance to 'join in' can be a warning sign, as can truancy, misbehaviour and aggressive behaviour. Cuts, bruising, torn clothing, requests for extra food or money as well as a decline in academic performance can also be clues that a student may be suffering from bullying.

> **Any form of bullying is unworthy of a CGS student and against all that Court Grammar School stands for.**
> **Those who are identified as bullies will be dealt with firmly and may be expelled from the School**

Cyber Bullying

Cyber bullying is causing hurt via modern electronic technologies.

Sexting

One expression of cyber bullying is sexting.

Sexting is taking sexually explicit photos and making them available for others to see via a carriage service such as mobile phone or computer.

Sending explicit images of anyone, including yourself, is a crime if you are under the age of 18 years. If the person in the picture is under 16 years, it can be a very serious crime resulting in charges of paedophilia.

Cyber anonymity

Students need to remember that something sent electronically can never be entirely removed even with the press of the 'delete' button. The image may emerge at any stage in their future life and lead to serious consequences.

Using pseudonyms, passwords and avatars does not protect the identity of a cyber bully. Technologies exist to identify those who miss-use modern technologies to harm others.

Cyber bullying is causing hurt via modern technologies such as the Internet and other forms of social media, and through the use of smart phones and other mobile devices.

Cyber bullying is a growing problem in society. Modern technologies empower the individual, even the most unlikely of individuals, with an immense capacity to cause harm. It is also an attractive means of bullying for it can, under certain conditions, be carried out with relative anonymity.

Cyber bullying can be particularly damaging because of the capacity it has to humiliate, hurt and harm a person in front of a huge 'audience'.

A dangerous feature of cyber bullying is that it can be done quickly and easily. On an impulse, a person can create emotional havoc for another and do so before the voice of reason hints at the inappropriateness of the action.

A further problem with cyber bullying is that the bully is often unaware of the extent of the harm they are causing because cyber bullying seldom occurs face-to-face. The feedback is muted by distance so that the bully is protected from an understanding of the awfulness of their behaviour.

Cyber bullying represents unlawful activity that may result in police laying charges and has been linked to depression, self-harm and even suicide.

Examples of Cyber bullying:
- Sending hateful or threatening comments or pictures via MSN, mobile phone or the Internet and by social networking sites such as MySpace and Facebook.
- Using modern technologies to engage in the social exclusion of someone and in hate group recruitment.
- Posting rude, explicit or embarrassing messages or pictures about someone on the Net.
- Stealing someone's identity in order to harm them in some way.
- Putting pressure on a person to send revealing or compromising pictures of themselves.
- Covertly filming, recording or taking a picture of someone and posting the images on the Net to cause hurt.
- 'Outing' and disseminating confidential information about someone.
- 'Flaming' and multi-messaging to clog up a person's electronic system and to cause them distress.
- Using aliases and pseudonyms in chat rooms and on social networking sites in order to harass and upset.
- Engaging in cyber-stalking and the invading of privacy.
- Referring to your school in a negative or disparaging way on the Net.

Do not engage in cyber bullying. Do not post any image or comment that is designed to cause hurt. It is morally wrong and in many cases, it is also illegal.

When relationships and/or the well-being of students is affected, the school will become involved in matters, regardless whether or not the behaviour has occurred in or out of school hours.

> **STUDENTS NEED TO REMEMBER THAT**
> **SOMETHING SENT ELECTRONICALLY**
> **CAN NEVER BE ENTIRELY REMOVED**
> **EVEN WITH THE PRESS OF THE DELETE BUTTON.**

Students can protect themselves from some forms of cyber harm by noting the following advice:

1. Never tell anyone, even your friends, your passwords, private details or access codes.
2. When speaking to someone you do not know on the Net, be aware they may not be who they say they are.
3. Be aware that there are predators that use the internet to lure young people into inappropriate sexual relationships. Others use tricks, such as pretending to be a bank, to get the victim to share their confidential financial details. This usually results in identity fraud and the stealing of money.
4. Never tell people you do not know well what your address is, or how they can meet up with you.
5. Always be careful what you say or what you show a person in confidence on the Net for it is never guaranteed to remain confidential. The information may be sent on to others.
6. Know that the most frequent use of the Net is for illegal activities such as scams, pornography and gambling.

Finally, if you find yourself the victim of cyber bullying, keep the evidence and report the bullying to an appropriate adult. It is generally best not to respond to the cyber bully, or give them any satisfaction they have caused you hurt.

If you do respond to the bully, do not do so while hot with anger. This can result in mutual cyber bullying that means both parties become guilty of bullying.

> **One's "digital footprint" may be accessed many years after material is posted online and used by others, eg. prospective employers and the media.**

How does Court Grammar School discourage bullying?

From the Principal

Bullying is totally against the mission and purpose of Court Grammar School. The School is committed to providing an educational environment in which students feel valued and secure. To achieve this end, the School will seek to create a school-wide culture that:
- Allows students to flourish free from discrimination, harassment or any form of bullying
- Does not tolerate, condone or trivialise bullying behaviours
- Is aware of what constitutes bullying behaviour
- Provides support to the victims of bullying
- Deals firmly with bullies so that they either stop their bullying or leave the School

The methods used by the School to discourage bullying will vary from time-to-time, with new initiatives being introduced when thought appropriate. The measures used to discourage bullying at Court Grammar School include, but are not limited to:
- Employing a suitable range of sanctions to deal with and discourage bullies. These sanctions include suspension and expulsion
- Putting up signage about the School to promote a bully-free environment
- Publishing anti-bullying policies in student diaries and on the School's website
- Promoting a bully-free environment in chapel, Pastoral Care Group time, Year Level meetings and Assemblies
- Promoting a bully-free environment in the staff handbook, in School policy documents and in occasional articles in publications such as *SJ Grassroots*
- Promoting a bully-free environment in all classes
- Periodically undertaking confidential Year-level surveys of student well-being and bullying behaviour and following up on identified bullies, victims and scenarios
- Conducting exit interviews
- Ensuring effective pastoral support for students through the Pastoral Care Advisors and Year-level Co-ordinators
- Incorporating instruction about the School's anti-bullying stance in the *RESPECT ethos* material
- Incorporating anti-bullying guidelines in the School's code of behaviour for students and in the statement of students' rights and responsibilities
- Employing School Counsellors who have specialist skills in helping both victims of bullying and identified bullies
- Training staff to detect bullying behaviours
- Encouraging staff to adopt classroom management techniques that discourage opportunities for bullying behaviours
- Employing staff who model tolerance, empathy and acceptance of individual differences
- Encouraging staff to take their supervision duties seriously so that there is a pervasive sense of staff presence when on duty
- Reviewing the School's anti-bullying policy from time-to-time, in order to ensure that it remains effective and relevant

The effectiveness of these strategies rests with ALL members of the School's community.

Court Grammar School reserves the right to alter the means and ways by which it discourages bullying.

> If anyone would like to suggest an improvement in the way bullying might be discouraged at Court Grammar School, they are invited to send their suggestions to the appropriate Head of School, Deputy Principal or the Principal

What should you do if you are being bullied?

From the Principal

If you are being bullied, it is important that you talk to an adult who is in a position to help you.

There can be a reluctance to report bullying because of a fear of being labelled a 'dobber' and going against an unwritten code of student behaviour. This concern is understandable but must not prevent you from reporting bullying behaviour. Most students dislike bullying and would support your attempts to stop it.

Some students may not want to report bullying because they feel it might only make matters worse. Again, this fear is understandable, but most teachers are trained in ways to help victims of bullying in a manner that protects the victim making the School a safe and happy community.

If you are being bullied, you must tell a responsible adult who has the capacity to help. Options include:

- Parents, guardian or adult relatives. - Teacher, Coach, Year Coordinator, Pastoral Care Advisor
- Principal, Deputy Principal and Head of School
- Student Services Officer
- School Social Worker

If needed, further help can be obtained from:

Kids Helpline – 1800 551 800 - Lifeline – 131 114

Websites:
- www.bullyingnoway.com.au

- www.kidshelp.com.au

It can take courage to challenge the bully, to expose them for who they are and to play a part in improving our community by ridding it of bullying behaviour. Court Grammar School expects its students to show this courage and not tolerate bullying as a bystander or as a victim.

Court Grammar School is committed to providing a safe and happy learning environment. Therefore, the School will be pleased to know if there are any bullying behaviours that are undermining this goal.

If you are being bullied, you are encouraged to do the RITE thing:

R= Recognise you have the right to feel safe and to operate in an environment free of bullying.

I = Inform the bullies that you want them to stop. Do this in a polite but firm way.

T = Tell a responsible adult about the bullying.

E = Evaluate the situation. If it does not improve, seek further help.

- When bullied, try not to get angry or show that you are angry. If your anger is obvious, the bully has the satisfaction of knowing that they have controlled your emotions,
- Admit to imperfections. It can send positive messages about you having a realistic understanding of yourself.
- Use non-offensive humour. Bullying can be blunted by a good laugh. The capacity to laugh at yourself can create a bonding with a group that might otherwise remain hostile.
- Review your own behaviours and body language. If you look like a victim you can become a victim. Squared shoulders and a smile can do much to deter a bully.
- Avoid trouble spots. There are always places that are high-risk areas for bullying. Avoid them.
- Develop your 'emotional quotient'. This includes the ability to read body language, to sense mood, to be intuitive and empathetic. Such skills not only make you less of a target, they can enable you to see where a situation may be heading. Early detection of possible bullying can provide options for avoiding it.
- Surround yourself with good friends. Those with strong friendships are usually less of a target for bullies.
- If bullied, try not to retaliate for this can often inflame the situation.
- If you are being bullied, remind yourself that it is the bully who has the problem, not you. Try to think through what inadequacies the bully might have that causes them to behave this way. Understanding a bully is a great way to begin to solve the problem

Don't be a victim

Victims can attract bullying behaviour. This is not to excuse bullying or condone it in any way. It is to suggest that victims can sometimes reduce their chances of being a target if they:

- Maintain good self-esteem
- Work on fitting in, getting involved and making a rich contribution to the School
- Model kindness, thoughtfulness and RESPECT
- Don't catastrophise situations out of all proportion
- Develop an ability to deal with:
  - Failure and success
  - Threats and fear
  - Rejection and disappointment
  - Anger and hurt
- Try and maintain good physical fitness, it can help with resilience

Having noted the above, it is vital that anyone who is a victim of bullying recognize that they have been wronged. They must report the matter and not suffer in silence.
If you are being bullied tell someone.

> It can take courage to challenge the bully, to expose them for who they are and to play a part in improving our community by ridding it of Bullying behaviour

How to help a child who is being bullied

From the Principal

The most important thing a parent can do to help a child who is being bullied is to provide love and reassurance and to support them in their quest to solve the problem. A report of bullying by a child should always be taken seriously. Parents can take comfort that the School also wants the bully-free world they want for their child. Therefore, parents are invited to contact the School should they become aware that their child is being bullied. The School appreciates being able to partner with parents in solving bullying problems.

Sometimes, a child can be reluctant to tell their parents that they are being bullied. Creating a culture of openness within the home can help. Solutions can be as simple as having evening meals together, without the distraction of the television, and making it a regular habit to enquire how a child is feeling.

It can be useful to use an intermediary such as an older sibling, grandparent or close friend in order to find out if a child is being bullied. Use can also be made of the family doctor, child psychologist or School counsellor.

What can parents do to reduce the chances of their child being bullied?

There are a number of things parents can do to reduce the chances of their child being bullied. These include:
- Developing their child's 'emotional quotient' (EQ). Children who have been brought up without many brothers and sisters, or who spend a lot of time playing alone in front of the TV or computer screen, may need extra training in how to deal with the bumps and bruises of living in a community with others. They need to be trained in behaviours that others find attractive. They need to learn the social graces of sharing and of adapting behaviours that are appropriate to an occasion. This is particularly true of some cultures that may not fully understand the behavioural codes thought attractive to the predominant culture of the School.
- Teaching their child how to react when they are being bullied. The main message is that they must tell someone.
- Instituting good management systems in the home that monitor the presence, or otherwise, of cyber bullying. This includes, but is not limited to:
  - Making sure their child knows about the various forms of cyber bullying and how to identify them.
  - Reminding children not to share personal details, passwords, security or access information with anyone, even their closest friends.
  - Advising their child that if they suffer from cyber bullying, to save the information and report it to the proper authorities.
  - Becoming more computer literate and knowing about such things as privacy settings and net filters.
  - Occasionally Googling the child's name to see what is being posted about him or her online.
  - Encouraging their child to conduct themselves properly in "Cyberia" and to ensure that their "digital footprint" is one that they and their parents, would be proud of.
  - Reminding their children of the deceit and scams that are prevalent on the Net.
  - Encouraging computer use in an open family area, so that there is effective monitoring of online activity.
- Partnering with the School. When some parents hear that their child has been bullied they can get very angry. This is entirely understandable. However, this anger can become destructive if it spills over and alienates those agencies that can help, such as the School. Court Grammar School abhors bullying and takes active steps to try and reduce bullying.
- Avoiding over-protective parenting. Most of our parents are wonderful at parenting. However, a few parents engage in over protective or 'helicopter parenting'. These parents can be difficult to work with as they are prone to 'bubble wrapping' their child and to catastrophise hurt. Children readily pick up on this behaviour and can become adept at feeding their parents yet more tales of horror to gain extra sympathy and attention.
- Avoiding premature judgement. Sometimes parents will react angrily to facts reported by their child, but on investigation by the School, these 'facts' are sometimes not accurate. It is wise to test facts before making judgements.
- Being patient. The School is committed to investigating a bullying allegation in a manner that protects the rights of all involved, including the bully. This is not the School failing to take immediate action to punish someone, it is the School exercising procedural fairness. It is

also important to let the School look into the matter rather than challenging the bully directly, or the parents of the bully.
- For younger children – know your child's password and occasionally monitor social networking sites. They should be aware you will do this.

> For younger children, know your child's password and occasionally monitor their social networking sites.
> They should be aware you are doing this

- Being supportive. Dealing with a child who is a bully can be particularly difficult for a parent. Some will support the School, others will not and will sometimes exhibit those same behaviours that have landed their child in trouble as a bully. On the other side of the equation are parents that are outraged because their child has been bullied. This can lead to the School being sandwiched between two sets of angry parents. Support and understanding is sought from parents of alleged bullies and alleged victims when the School is investigating an accusation of bullying.
- Resources about bullying can be found at:
    - www.ncab.org.au (National Centre Against Bullying)
    - www.bullyingnoway.com.au
    - www.cybersmart.gov.au
    - www.kidshelp.com.au

Preventing and teaching about bullying
Below are some resources available to Schools to consider when responding to cohort needs and looking to put in place preventative curriculum:

Bullying. No Way! has developed a decision-making tool STEPS (*Steps to Examine Programs and approaches in Schools*), to help schools select appropriate and evidence-based bullying prevention programs and approaches.

The STEPS decisions-making framework gives schools a robust and comprehensive approach to examining programs, using the research combined with local school information to select evidence-based programs that are appropriate for their school.

STEPS consist of:
- STEPS decision-making framework PDF, 75KB)
- STEPS form for schools to complete (PDF, 651KB)
- detailed information about each component of the STEPS framework
- a Guide to STEPS (PDF, 249KB)

Be You
Be You is the new national framework that builds on the success and learnings from five existing programs. These programs are aimed at promoting social and emotional health and wellbeing for children and young people in the education space: KidsMatter Early Childhood, KidsMatter Primary, MindMatters, Response Ability and Headspace School Support.

The *Be You Programs Directory* is an evolution of the previous Programs Guides that have been available across the KidsMatter Early Childhood, KidsMatter Primary and MindMatters initiatives over the past several years. During 2019, the Programs Directory will be updated to include current evidence of effectiveness for listed programs.

CASEL (*Collaborative for Academic, Social,and Emotional Learning*)
The CASEL guide provides a systematic framework for evaluating the quality of social and emotional programs and applies this framework to identify and rate well-designed, evidence-based SEL programs with potential for broad dissemination to schools. There are two editions available

targeting Preschool and Elementary School as well as Middle School and High School. This is a US guide and some programs are not available in Australia.

Some programs frequently used in Western Australian schools include:

- Friendly Schools Plus
- PATHS (Promoting Alternative Thinking Strategies)
- Aussie Optimism
- Keeping Safe: Child Protection Curriculum (KS:CPC)

Schools can also refer to the AISWA School Psychology team for further information (ASPS) or the IE team for KS:CPC.

Other Resources

Guidelines for preventing and managing bullying in schools Western Australia Department of Education. Guidelines document link

Bullying No Way!
The Bullying. No Way! website for Australian schools is managed by the Safe and Supportive School Communities Working Group which has representatives from all states and territories, including the Catholic and Independent schooling sectors. Its aim is to create learning environments where every student and school community member is safe, supported, respected, valued — and free from bullying, violence, harassment and discrimination.

The site includes a wide variety of resources for educators and school leaders, parents and carers, community and students (kids and teens), case studies from Australian schools, current research and details on how to report bullying.
Bullying. No Way! has collected a range of high quality teaching and learning resources for teachers in Australian schools in The Teaching Resource Catalogue. This catalogue assists teachers to incorporate learning about bullying into the classroom and have been selected according to criteria after review by educators.

ReachOut
ReachOut is an Australian online mental health organisation for young people and their parents. It offers practical support, tools and tips to help young people through everyday issues to tough times and offers information for parents to help their teenagers. It has a Bullying Action Pack that is designed to support the whole school community to work together to address bullying. The pack covers understanding bullying behaviours, identifying if your school classroom has a problem, exploring respect and learning how to stand up to bullying behaviour. ReachOut

Cyber Bullying resources
Office of the eSafety Commissioner

The Office of the eSafety Commissioner co-ordinates and leads the online safety efforts of government, industry and the not-for profit community.

It has a broad remit, which includes providing:
- a complaints service for young Australians who experience serious cyberbullying
- identifying and removing illegal online content
- tackling image-based abuse.

It also offers a range of school based educational resources and programs to assist teachers to guide students in becoming responsible digital citizens. The Office also provides audience-specific content to help educate all Australians about online safety including young people, women, teachers, parents, seniors and community groups. Cyberbullying resources

Stay Smart Online
[Stay Smart Online](#) provides simple, easy to understand advice on how to protect yourself online as well as up to date information on the latest online threats and how to respond.

Think U Know
[ThinkUKnow](#) is a free, evidence-based cyber safety program that provides presentations to Australian parents, carers, teachers and students. It provides information on the technologies young people use, the challenges they may face, and importantly, how they can be overcome. This Website is run by the Federal Police.

[Cyber Savvy](#)
Professor Donna Cross (ECU) and her team created this web resource to help young people prevent and address problems associated with online behaviour, particularly image-sharing. It is based on over 10 years of research with over 40,000 Australian young people. it provides new insights on what young people, families and other adults can do to prevent problems that may arise from risky image-sharing.

Mental health sites offering a range of resources:

- www.moodgym.anu.edu.au
- www.beyondblue.org.au
- kidshelpline.com.au
- Kids Helpline 1800 55 1800

Finally
Court Grammar School is committed to providing a safe and secure environment for its students. In order to achieve this end, the School will review its anti-bullying policies and procedures from time to time. If there is anyone within the School community who would like to recommend improvements to the School's anti-bullying policy, you are welcome to send your ideas to the Heads of School, Deputy Principal or to the Principal.

Review History

Year of Review	Review/Amendments	Approved By
2017	Terminology and principles.	Senior Leadership Team
2019	Updated with change of School name	
2022	Reviewed	Deputy Principal

Next Review

Year	Reviewer
2025	Senior Leadership Team