



SNOWY
MOUNTAINS
GRAMMAR
SCHOOL

CHALLENGE **BELONG** EXPLORE

Anti-Bullying Plan

Governance



Document Information

Title	Anti-Bullying Plan
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Document Approval

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Summary

Snowy Mountains Grammar School is committed to provide a caring, friendly and safe environment for all students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at the school and will not be tolerated. We believe that each child has the right to feel sure that all bullying situations will be dealt with promptly and effectively.

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1 What is Bullying?

The national definition of bullying for Australian schools says:

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.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence
- However, all of these conflicts still need to be addressed and resolved.

2 Behaviours that may be considered to be Bullying

2.1 Physical Bullying

Physical Bullying includes: any form of physical violence such as hitting, pushing or spitting on others; interfering with another person's property by stealing, hiding, damaging or destroying it; rude gestures; extortion of goods or money; writing offensive notes or graffiti about others; forcing others to act against their will.

2.2 Verbal Bullying

Verbal Bullying includes: using offensive names; teasing or spreading rumours about others and their families; using put-downs; belittling others' abilities and achievements; making degrading comments about another's culture, religious or social background; ridiculing another's appearance.

2.3 Indirect

Indirect bullying includes spreading nasty rumours; hurtfully excluding others from social groups. If students are bullied:

- They may feel frightened, unsafe, embarrassed, angry or unfairly treated.
- Their work, sleep and ability to concentrate may suffer.
- Their relationships with their family and friends may deteriorate.
- They may feel confused and not know what to do about the problem.

3 Strategies to Prevent Bullying

3.1 The Responsibilities of Staff

The responsibilities of staff include:

- Being role models in word and action at all times.
- Being observant to signs of distress or reported incidents of bullying.
- Making efforts to remove occasions for bullying by active patrolling during supervision duty.
- Being punctual for class.
- Taking steps to help victims and remove sources of distress without placing the victim at risk.
- Ensuring that all children have knowledge of the school rules.
- Giving students opportunities to discuss bullying or any situation they find difficult.
- Teaching strategies for dealing with bullying e.g. through discussion, role plays, writing and drawing, reading stories etc.
- Teaching protective behaviours.
- Reporting suspected incidents to appropriate staff members – Tutor; Class Teacher; Head of House; relevant Head of School; Head of Boarding; School Counsellor, Principal.

3.2 The Responsibilities of Students

The responsibilities of students include:

- Refusing to be involved in any bullying situation.
- Taking active steps to diffuse bullying.
- Reporting the incident or suspected incident and helping to break down the code of secrecy.
- Following all school rules.

3.3 The Responsibilities of Parents

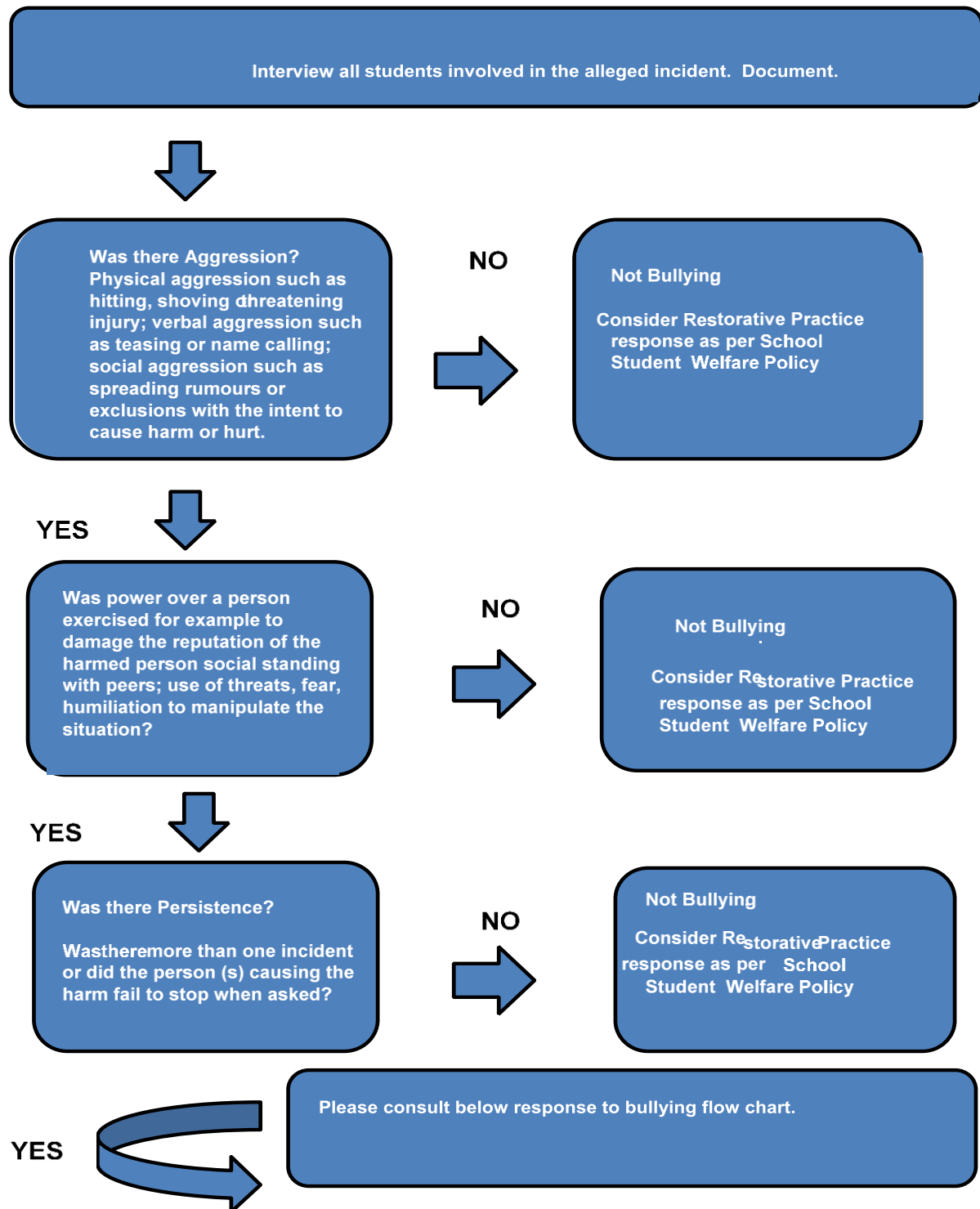
The responsibilities of parents include:

- Watching for signs of distress in their child e.g. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.
- Taking an active interest in their child's social life and acquaintances.
- Advising their child to report incidents to a staff member, preferably when they occur.
- Informing the school if bullying is suspected.
- When staff, students and parents work together, we can create a happy and safe environment for all students.

4 Process

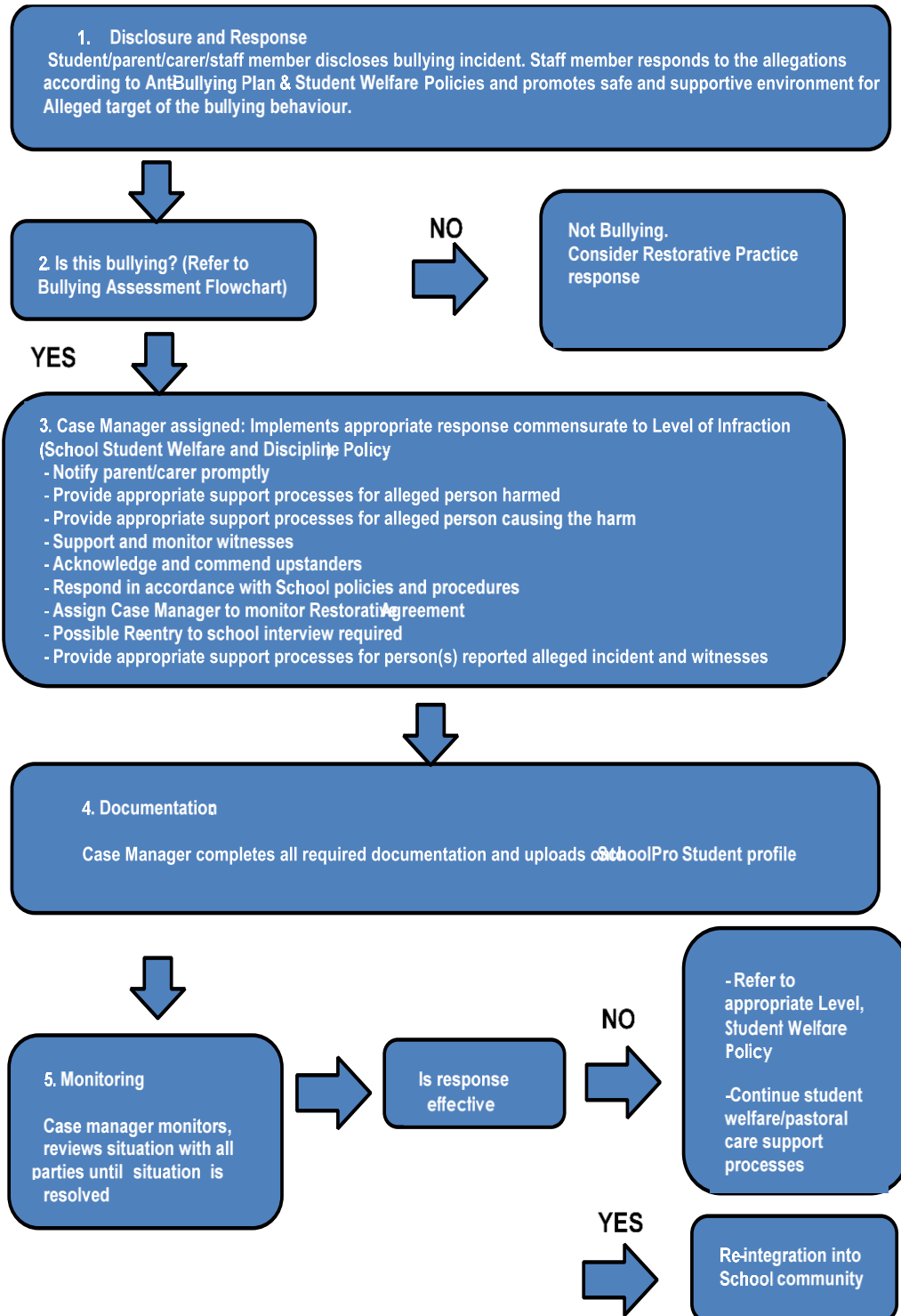
- a) Encourage students and/or parents to report incidents of bullying behaviour to staff when the incidents happen.
- b) Bullying reported to Tutor; Class Teacher; Head of House; relevant Head of School; Head of Boarding; School Counsellor, Principal.
- c) Incident reported to relevant Senior Leader to investigate, investigating staff member discusses problem with student/s concerned.
- d) Policy is outlined to offending student/s.
- e) Attempt to have student/s acknowledge and accept responsibility for their behaviour.
- f) Verbal or written contract to improve behaviour.
- g) Outline consequences of continued bullying behaviour.
- h) Monitor behaviour.
- i) Follow up with student who has been bullied.
- j) Acknowledge and recognise efforts made to improve/modify behaviour.
- k) If student re-offends, Principal (or their delegate) is to arrange a meeting with parents and student.
- l) Involve the Police Liaison Officer as required. Senior Constable Rebecca Lanyon is the School Liaison Police (SLP) covering the Monaro Police District. Ph: 02 6298 4506.
- m) The role of the SLP is to increase positive relationships and remove barriers between the school community and police. This will be achieved through the implementation of programs and strategies to reduce the incidence of crime and anti-social behaviour amongst youths by developing programs of activities that involve students in understanding the law, police role and their responsibilities to the community.
Contact: 02 6298 4506 or lany1reb@police.nsw.gov.au
- n) Jindabyne Psychology: - 0455 335 022
- o) Local counselling: Jindabyne Family Practice: - 02 6457 1221
- p) School Counsellor: Charlie Brown: - x225; Alex Dawson: - x267

5 Anti-Bullying Flow Diagram



6 Response to Bullying Flowchart

Remember that the person causing the harm may too have been/be a victim and thus firmness needs to be tempered with compassion, respect and understanding.



7 Appendix 1

When conducting investigations of any kind, staff will endeavour to ensure that the investigation is procedurally fair and unbiased. The investigation will be conducted without undue delays and maintain confidentiality to limit the period of uncertainty for those involved.

The School does not make available its investigation notes or information pertaining to any matter involving student or staff investigations of any kind to protect the privacy of individuals and to further minimise any adverse impact on their wellbeing. Investigation notes remain the sole property of the School in all instances. All notes recorded and stored by School Counsellors whether registered Psychologist's or otherwise, are and remain the School's sole property at all times.