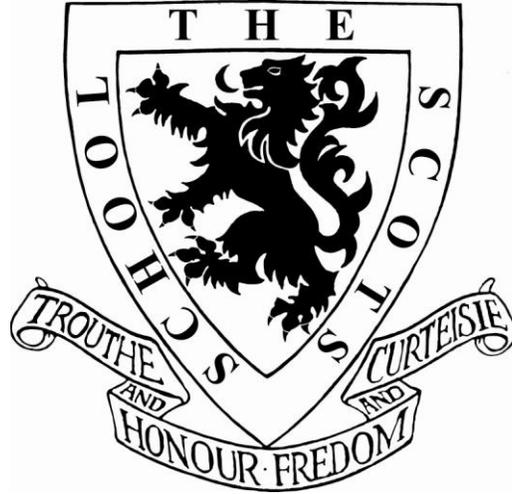


The Scots School



ANTI-BULLYING POLICY

2016

ANTI-BULLYING POLICY

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Mission Statement

The Scots School is a Presbyterian co-educational day and boarding school (Pre-Kindergarten – Year 12) providing a quality education in a secure and supportive Christian environment.

We strive to give every assistance to each student to develop their academic gifts, social abilities, physical endeavours and spiritual awareness.

Our students are encouraged to pursue success in all their undertakings.

(Mission Statement of the School as established 1998)

Introduction

The School offers education in a caring, Christian environment. A commitment to assisting the spiritual, as well as the physical and academic aspects of all students is fundamental to our reason for being.

The School offers education for girls and boys in unique, co-educational environment where students can grow into young adults, sure and confident of their own self-worth. The structure and organisation of the School offers an opportunity for students to concentrate their efforts on aspects of their personal development – academic, physical, cultural and spiritual – in a logical and focused manner.

The School values academic excellence. Excellence is a relative, not an absolute concept and should be viewed in terms of a student's ability level.

The School has an obligation to focus the attention of students towards their future after school. This does not mean choosing a career for students but providing them with skills designed to ensure they can determine their future path at any stage after finishing school.

The School attempts to provide leadership opportunities so that students can leave the School ready to make a contribution towards effective leadership of the communities in which they will serve.

The School caters for a range of students from differing backgrounds – city and country, day and boarding (including a number from overseas). Our aim is to foster a broad vision in the students – a state-wide, nationwide and international perspective of their place in society.

Being part of the School Community means accepting the obligations or proper social conduct consistent with our good name. Value is placed on self-discipline and individual responsibility.

Purpose

The purpose of the policy is to establish the principles and a framework for dealing with bullying at The Scots School so as to enable effective teaching and learning.

Scope

These procedures apply to the students at The Scots School, whilst at school, on the way to and from school, at school excursions or school endorsed activities, or where they are in a position of representing the school either by activity or uniform. In specific reference to Cyberbullying these policies may extend beyond school based online behaviour to behaviour that occurs outside of school hours or the school grounds but which involves or impacts on students from the school.

Responsibilities

The Scots School Anti-Bullying Policy is grounded in the philosophy of community. Within any community exists certain rights and responsibilities of individuals and groups. It is the partnership of all groups within the community to uphold its obligations that ensure all parties are able to feel safe and secure in their learning environment, be encouraged to take risks in their learning and celebrate shared and individual accomplishment of goals.

Everyone at The Scots School has three basic rights:

- The right to respect from others
- The right to learn and to teach
- The right to feel safe

These basic rights can be expanded upon, and carry with them responsibilities:

I have the right to:	I have the responsibility
Be myself and to be treated as an individual with respect and politeness.	To treat others as individuals, with respect and politeness, and not to cause harm to others by harassment or victimisation.
Be safe at School.	Not to do anything that is dangerous or careless.
Feel physically safe in a school that is tidy, clean and comfortable.	Not to interfere with the good health habits of others by smoking, drinking alcohol or taking other drugs.
Have my good health habits not interfered with.	Not to be in the company of others who are abusing their health by smoking, drinking alcohol or taking other drugs.
Expect my property to be safe.	Not to steal, damage or destroy the property of others, and to take good care of my own property and property belonging to my School.
Obtain the maximum benefit from all lessons and classes. Other students should not deprive me of this because of their behaviour.	To cooperate with my teachers and fellow students to make sure lessons proceed and that I keep up to date with required work. Not to interfere with other students' rights to learn. To attend School regularly and at the right time and to take part in all activities to the best of my ability.

Explain my behaviour and to be listened to at the appropriate time.	To listen courteously while others explain their behaviour.
Expect justice and fair treatment.	Of realising that I will expect praise and recognition for my achievements as well as being penalised if I do the wrong thing.
Be seen as a useful and worthwhile member of the School.	To foster community pride and respect for my School, both at School and out of School, by setting a good example with my out of School behaviour.
Be given help if others abuse my rights.	In carrying out my rights, I have the responsibility to not deny others their rights.

Bullying - Definition

Bullying and harassment are often thought of separately; however both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference'.

These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, age, marital status, parenting status or economic status.

Bullying and harassment...

- may be **physical** (hitting, kicking, pinching), **verbal** (name-calling, teasing), **psychological** (standover tactics, gestures), **social** (social exclusion, rumours, putdowns) or **sexual** (physical, verbal or nonverbal sexual conduct);
- may be done directly (e.g. face to face) or indirectly (e.g. via **mobile phones** or the **internet**);
- may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge;
- have an element of threat;
- can continue over time;
- are often hidden from adults;
- will be sustained if adults or peers do not take action.

(Bullying No Way: defining the behaviours 2009)

Bullying is usually deliberate and repetitive.

Who Are Bullies?

“All human beings have the potential to bully, harass or discriminate against others to a greater or lesser extent”.

(Bullying No Way: The role of Power 2009)

Research indicates that children who bully others may have some of the following characteristics:

- They are likely to see violence as power and acceptable ways of solving disputes;
- They have little empathy with victims;
- They come from backgrounds that tolerate aggressive behaviour and which exert inconsistent discipline and inadequate monitoring of the children’s behaviour;
- They have personalities that are both dominant and impulsive;
- They are more likely to interpret behaviour from others as being aggressive and therefore respond aggressively, as a method of self-defence;
- They may be victims who have joined in bullying groups in order to protect themselves from bullying.

Who Are the Victims?

Research indicates that many victims tend to be:

- Unassertive and have low self-esteem (low self-esteem, however, may result from the teasing or it may act as the trigger for teasing to occur);
- Anxious, sensitive, quiet loners, “different” in some way;
- Possibly over protected at home;
- “passive”- do nothing to invite attack.

Signs that a student is being bullied:

Class/School Attendance

- Truancy;
- Refusal and reluctance to attend school;
- Refusal to attend school on particular days (e.g. swimming classes);
- Lateness to school;
- Reluctance to leave school at the end of the day;
- Constant use of library/computers at recess/lunch times.

Academic

- Significant decline in output and results;
- Lack of concentration in class;
- Problems with retention and short term memory.

Physical

- Tiredness;
- Loss of appetite;
- Unexplained bruises and injuries;
- Torn clothing;
- Psychosomatic complaints - frequent headaches, stomach aches.

Social

- Withdrawal from social activities with peers;
- Withdrawal from co-curricular activities

On the Home Front

- Requests for extra money;
- Requests to change transport arrangements to/from school;
- Taking and losing valuables from home;
- Reluctance to do things in the community.

Procedures

At The Scots School we believe that all students have the right to be free from bullying. Any form of bullying is contrary to the School's philosophy and will not be tolerated.

A student has the right to seek assistance as soon as they feel threatened.

Bullying is regarded as a serious and punishable offence, and therefore, suspension from school may result.

Prevention – Education and Awareness Initiatives

With specific reference to the issue of bullying and harassment the School seeks to undertake the following measures:

- Maintaining a multi-layered pastoral care program that can be accessed by students and monitored by staff at a number of levels: Staff Meetings, Tutorials, Pastoral Care Periods, Tutor House System, Boarding and Day House System, School Chaplain, School Sister, and Executive responsibility;
- PD/H/PE Program components dealing with bullying and harassment;
- Pastoral Programs dealing with the undesirability of bullying and harassment and the need to prevent it from occurring;
- Pastoral Programs dealing with assertiveness training and the development of resilience in students at the School;
- Distributing literature to staff, parents and students outlining measures that can be taken to overcome problems of bullying and harassment. This literature encourages reporting to staff along clear and diverse lines of communication. The School actively seeks parental cooperation;
- Undertaking periodic surveys of students to determine levels of bullying and harassment, including times and locations of their occurrence;
- Anti-bullying posters are prominently displayed in the School;

- Staff are in-serviced in recognising and dealing with bullying and harassment;
- Student developed anti-bullying and harassment initiatives;
- Featuring bullying/harassment as an issue on assemblies.

Intervention

STAGE 1

When suspected incidents are identified by and reported to staff or prefects the following apply:

- Confidentiality will be maintained to prevent the prefect and others being put at greater risk.
- The matter will be referred to the relevant Stage Co-ordinator or to the Director of Student Welfare with urgency.
- The victim of the suspected bullying and harassment will be interviewed (along with a support person if desired by the victim) with regard to what happened and how they wish the matter to proceed. After this interview the victim may be offered counselling, teachers put on a watching brief or the accused and witnesses called in for interview. In the case of the first two actions the situation will be closely monitored.
- The accused will be interviewed by the Stage Co-ordinator, the Director of Student Welfare and/or the Deputy Head. Witnesses will be similarly interviewed. If the accused is found to be responsible for such behaviour he/she will be advised of the following:
 - The victim does not want similar incidents to occur;
 - The action must stop.
- The aggressor may be subject to consequences and/or level change in accordance with the Student Behaviour and Discipline Policy (depending on victim wishes and other circumstances).

Note: *Severe physical, verbal or vindictive action would result in immediate Stage 2 action.*

STAGE 2

When inappropriate behaviour continues:

- The victim will probably need help and should be referred to assistance – peer support, counsellor, support reading material, etc. The victim’s parents will be informed about the School’s concerns and actions.
- The student who has been reported for repeat offences will be interviewed by the Director of Student Welfare or the Deputy Head in the presence of other staff members.
- The aggressor’s parents/guardians will be informed and may be called in for interview.
- The aggressor will be subject to consequences (detentions, in-school suspension or external suspension) and level change in accordance with the Student Behaviour and Discipline Policy.
- Other consequences that may be involved by the School include:

- Isolation from peers;
- Professional assistance requirements.

Note: *Any evidence of retaliation against victim or witnesses would result in immediate Stage 3 treatment.*

STAGE 3

Should the aggressor continue in the same pattern of behaviour:

- The Headmaster is informed.
- The aggressor may be required to undertake approved specialist assistance away from School.
- The aggressor will be subject to consequences (extended external suspension) and level change in accordance with the Student Behaviour and Discipline Policy.
- The aggressor's place at School may be withdrawn.

The School maintains a Bullying and Harassment Register to closely monitor individual incidents involved in such behaviour and to be able to recognise and deal with patterns of such behaviour.

Cyberbullying

Definition

Cyberbullying is commonly defined as the use of information and communication technologies to support repeated and deliberate hostile behaviour intended to harm others. It is sometimes used as an extension to other forms of bullying, and can result in the target of bullying experiencing social, psychological and academic difficulties.

(Cyberbullying: Cybersmart.gov.au 2010)

Characteristics of Cyberbullying

Cyberbullying can be conducted in many ways, using different media including:

- the sending of abusive texts or emails;
- taking and sharing unflattering or private images, including naked or sexual images;
- posting unkind messages or inappropriate images on social networking sites;
- excluding individuals from online chats or other communication;
- assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others;
- repeatedly, and for no strategic reason, attacking players in online gaming.

Like other forms of bullying such as verbal abuse, social exclusion and physical aggression, cyberbullying has the potential to result in the target of bullying developing social, psychological and educational issues.

While cyberbullying is similar to real life bullying it also differs in the following ways:

- it can be difficult to escape and invasive - it can occur 24/7 and a person can be targeted while at home;
- it can involve harmful material being widely and rapidly disseminated to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once;
- it can provide the bully with a sense of relative anonymity and distance from the victim, so there is a lack of immediate feedback or consequences.

(Key characteristics and forms of cyberbullying: Cybersmart.gov.au 2010)

Who are the Victims?

Cyberbullying can happen to anyone, not just those generally considered vulnerable. Confident, outgoing individuals can also be targeted.

Research has identified that girls are more likely to report that they have been victims of cyberbullying than boys, potentially because they engage in a higher level of technology-assisted social communication such as using SMS, emailing and social networking.

One or more of the following signs and changes in behaviour could indicate that a student is being cyberbullied:

- Decline in academic performance and social interaction;
- Dislike and avoidance of school, sometimes resulting in higher absenteeism;
- Complaints of feeling unwell though parents report no specific illness;
- Having less to do with friends;
- Increased social exclusion and peer rejection;
- Falling behind in homework;
- Poorer physical health and sleepiness;
- Increased negative self-perception;
- Increased reluctance to participate in regular school activities, including classroom discussions;
- Becoming withdrawn, appearing depressed or anxious, having mood swings, crying for no apparent reason;
- Suicidal thoughts (this should be reported to the administration and the parents/carers immediately for appropriate action).

The above signs should be considered in light of the student's usual behaviour.

Some of the signs above may also be indicators of more general social issues, specific mental health issues, or may even reflect developmentally appropriate behaviours for teens as they seek to establish their identity. Exploring any significant concerns with students and parents/carers is an important first step toward identifying issues and developing strategies to overcome them.

(Identifying incidents of Cyberbullying: Cybersmart 2010)

Procedures – Cyberbullying

Cyberbullying policies seek to make explicit acceptable and unacceptable types of online behaviour, expectations of students online and the consequences for engaging in bullying behaviour online.

Prevention – Education and Awareness Initiatives

The following strategies should be provided to the student and parent to assist with managing issues surrounding cyberbullying:

- Don't respond to any further messages/postings from the bully and, if possible, block further correspondence from them (block their mobile number or email address).
- Report any further correspondence from the bully to the parent and an agreed school contact (the child must feel comfortable talking to this person and feel heard and respected by this person).
- Keep evidence of any bullying to assist with tracking down the bully and potentially reporting the matter to police (screen captures, bully's screen name, text and images). If the student's parents are concerned that the student will continue to look at the saved material and become more distressed, ask them to store the material in a folder with password protection.

- Report any concerns to the administrator of the service used, including the mobile phone provider (if SMS is involved), website administrator (if social networking or chat services are involved), or internet service provider, as most have measures to assist with tracking and blocking the bully. Some block the bully's access to their services entirely as bullying is often a breach of website terms of use.
- If the student is distressed by the bullying, ensure they are provided with options for psychological support including school counselling and the Kids Helpline (phone 1800 551 800). Ensure they have appropriate and supportive contact people at schools and help them to develop strategies to manage their distress. Ensure parents are informed.

Intervention

1. Initial instances or suspected incidents of cyberbullying should be notified immediately to the relevant Stage Co-ordinator, Director of Student Welfare or Deputy Head.
2. Ensure that the victim is safe.
2. The Stage Co-ordinator, Director of Students or Deputy Head should contact the victim's parents to alert them to the issue, and ongoing concerns regarding the welfare of the student, and request a meeting to discuss the issue and how best to deal with it.
3. Arrange support, including the involvement of counselling. Support from counselling should be provided on an ongoing basis with the agreement of the victim and parent/guardian to assist the student to work through the effects of the cyberbullying and to help them develop and implement effective coping strategies.
4. Reassure the victim that the school is taking the incident seriously and that the reported bullying will be acted on.
5. Gather basic facts about the suspected cyberbullying and, if possible, identify the students involved.

The procedures for handling instances of cyberbullying are consistent with bullying; hence the three stage approach should be followed (see page 9).

Strategies for Addressing Cyberbullying

Chat rooms message boards on the internet

Cyberbullying may take the form of:

- Sending or posting nasty or threatening messages which may be anonymous.
- A group picking on or excluding individuals.
- Misusing personal information gained by pretending to be someone's 'friend' to spread rumours, secrets and to gain power over others.

Strategies for addressing this behaviour:

- Block communications with offensive individuals.
- Don't respond to messages.
- Keep a record of inappropriate postings, including time, date, user names for reporting.
- Report misuse of personal information to the chat room or message board site host.
- Report any incidence of bullying or upsetting hostile behaviour (including exclusion) to parents, school a trusted adult or Kids Helpline.

Emails and text messages via computer or mobile phone Instant Messaging (IM) on the internet

Cyberbullying may take the form of:

- Sending nasty or threatening messages or emails.
- Forwarding offensive content including jokes, videos, images and sound.
- Sending computer viruses.
- Accessing someone else's account to forward personal emails or delete them.
- Constantly calling or texting a person and making derogatory and/or rude remarks and/or threatening and hostile remarks.
- Taking and sharing unflattering images with other mobiles or uploading onto the internet.
- Using text or voice chat to harass or scare someone.
- Sending a hostile attachment.
- Using someone else's account to forward rude or unpleasant messages via their contacts list.
- 'Ganging up' - a group deciding to pick on or exclude someone during IM.

Strategies for addressing this behaviour:

- Block communications with offensive individuals.
- Don't respond to messages.
- In the case of an SMS report misuse of the mobile phone to the phone company if known.
- Keep inappropriate messages, including time, date, email addresses and mobile phone numbers for reporting.
- If necessary create a new email address and only share it with close friends and family.
- Ensure the computer is protected from compromise.

- Report any incidence of bullying or upsetting hostile behaviour (including exclusion) to parents, school or a trusted adult or Kids Helpline.

Webcam

Cyberbullying may take the form of:

- Making and sending inappropriate pictures and content.
- Persuading or threatening young people to act in inappropriate ways.
- Using inappropriate recordings to manipulate young people.

Strategies for addressing this behaviour:

- Block communication with people who make you feel uncomfortable. Turn off your webcam - claim it is broken if necessary.
- Report any incidence of bullying or upsetting hostile behaviour (including exclusion) to parents, school or a trusted adult or Kids Helpline.

Social networking sites on the internet

Cyberbullying may take the form of:

- Posting nasty and abusive comments.
- Posting images, videos or sound that may embarrass or frighten a person.
- Groups excluding a person from a network.
- Creating a fake profile to bully, harass or create trouble for a person.
- Accessing another person's account details and using their page to post negative materials, send unpleasant messages or make private information public.
- Ask the host site to remove any images, videos, etc. that are concerning.

Strategies for addressing this behaviour:

- Report inappropriate use of passwords, identity, etc. to the host site.
- Keep a record of the actions of the offending parties, including the information posted, times, dates, any information about their username, etc.
- Report any incidence of bullying or upsetting hostile behaviour (including exclusion) to parents, school or a trusted adult or Kids Helpline.

Video hosting sites on the internet (e.g. YouTube)

Cyberbullying may take the form of:

- Posting embarrassing or humiliating video clips.

Strategies for addressing this behaviour:

- Ask the host site to remove the content.
- Keep a record of the content and the ID of the person responsible for posting for reporting purposes.
- Report any incidence of bullying or upsetting hostile behaviour (including exclusion) to parents, school or a trusted adult or Kids Helpline.

***Virtual worlds on the internet, Gaming sites on the internet,
Playing games with people in your local area using handheld consoles***

Cyberbullying may take the form of:

- Interacting negatively with someone else's avatar.
- Pretending to be someone else's avatar.
- Name calling and making abusive comments.
- Picking on other users e.g. by repeatedly killing their characters or demeaning their lack of skill.

Strategies for addressing this behaviour:

- Denying access to a team game.
- Avoid interaction with the negative individual/group.
- Report the issue to the game/virtual world site administrator.
- Change avatar or character name if necessary.
- Keep a record of the other player's avatars/usernames, their actions and the dates/times of their inappropriate behaviour for reporting purposes.
- Report any incidence of bullying or upsetting hostile behaviour (including exclusion) to parents, school or a trusted adult or Kids Helpline.

(Technologies used for cyberbullying: Cybersmart.gov.au 2010)

Appendices

Appendix I - Related Policies

The Scots School Student Welfare and Discipline Policy 2016

Appendix II – School Rules

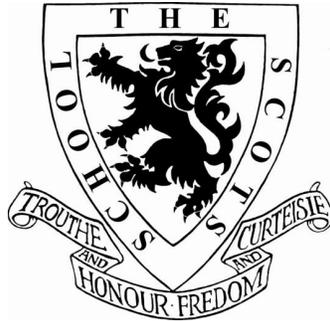
School Rules

Your Role	Your Responsibility
You the learner	Value learning
	Respect other learners
	Respect teachers
	Respect for the learning environment
	Be on time for and involved in all classroom activities
	Be equipped for each lesson and activity
	Record and complete homework and assessment tasks
You as a person	Behave in a manner that brings credit to yourself and your school
	Attend all classes, sport and co-curricular activities
	Inform the school before 9.15am if you will be absent (day students)
	Inform the house master/ mistress if you will be late returning to school (boarders)
	Alcohol, cigarettes, drugs, weapons and other dangerous objects have no place in school
	Stay within school grounds for the entire school day unless you have prior permission
	Observe good health practices, including wearing hats outside
	Wear your uniform as a representative of your school
	For school activities, wear complete and appropriate school uniform in good order
	Change out of uniform for non-school activities
	For girls, royal blue or black hair ribbons may be worn. Hair longer than shoulder length should be tied back. One plain earring (sleeper or stud) may be worn in each ear. No other jewelry may be worn. No makeup is necessary
	For boys, hair should be its natural colour and consistency, neatly combed and just above collar and ear length. No jewelry should be worn
	Label and look after all your property

You the leader	Stand for what is right and support others
	Contribute to and support your school
	Speak well about your school
	Model good behaviour at all times
	Take opportunities to improve the social and educational environment of the school
	Support other students in their sport and co-curricular activities
	Volunteer for all the co-curricular activities you can
	Attend all compulsory school activities; they are listed in your diary and the small calendar. Plan your year so you can do this.
	Attend all required sporting and co-curricular activities. Other people depend on you
You and others	Take responsibility for the welfare of others
	Bullying and harassment are not acceptable
	Never say or do anything to make another person unhappy. Do not stand by and watch other people doing this
	Leave other people's property alone
	Accept that staff have a responsibility to search for and confiscate inappropriate items
	Accept that you cannot use your mobile phone and other electronic devices in the course of the academic day
You and your School	Act to safeguard and enhance the reputation of your school
	Welcome visitors to the school and assist them in any way you can.
	Show responsibility to your school when in town, on excursion or sporting visits. Wear the full appropriate uniform in good order.
	Demonstrate excellent manners
	Look after school property and equipment
You and your safety	Value the safety of yourself and others
	Observe all safety regulations
	Report any unsafe or potentially dangerous situations to a staff member
	Report any damage to school property and equipment to the Site Manager
	Follow instructions for the use of cars

Appendix III – Student Behaviour Contract

The Scots School



Bathurst

Student Behaviour Contract

I _____ have read “**The Scots School Anti-Bullying Policy**”.

I understand that the following behaviour is unacceptable:

- **PHYSICAL** abuse of other students (hitting, kicking, punching);
- **VERBAL** abuse of other students (name-calling, teasing);
- **PSYCHOLOGICAL** abuse of other students (standover tactics, gestures);
- **SOCIAL** abuse of other students (social exclusions, rumours, putdowns);
- **SEXUAL** abuse of other students (physical, verbal or non-verbal sexual conduct).

I agree that I **WILL NOT** participate in this type of behaviour.

I also understand that if this behaviour continues, my parents will be informed and all previous incidents of anti-social behaviour will be examined.

Student Name: _____

Signature: _____

Date: _____