Rationale:
This policy is in place to confirm the commitment of Torquay College to provide a safe and caring environment which promotes learning, personal growth, equality, positive self-esteem and wellbeing. Underpinning this is a firm commitment in the zero tolerance of bullying behaviours at Torquay College.

Policy statement:
This policy is intended to achieve absolute clarity about the definition of bullying and bullying behaviours and to put in place effective response procedures. Furthermore, the distinction between bullying and what is considered not bullying.

Definition of Bullying:
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) (Source: http://www.bullyingnoway.gov.au/teachers/facts/definition.html). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

At Torquay College we consider the following behaviour to be bullying:

Physical Bullying:
- Hitting, kicking, punching, tripping
- Pushing, shoving, spitting
- Making rude gestures
- Taking or damaging something which belongs to someone else
- Forcing others to hand over food, money or something which belongs to them
- Making someone do something they don't want to

Verbal Bullying:
- Name calling
- Teasing
- Threatening
- Making fun of someone because of their appearance, physical characteristics or cultural background.
- Making fun of someone's actions
- Making fun of someone's abilities
- Unwelcome questions about a persons' lifestyle
- Daring someone to do something dangerous
- Hurtful phone calls
- Offensive letters, graffiti or drawings
- Wolf whistles, unwelcome noises or "put downs"
- On-line

Indirect Bullying
- Excluding others from the game or group
- Spreading untrue stories about others
- Staring
- Stalking
- Ignoring someone's presence or input

Cyber Bullying
Cyber bullying is a term used to describe covert, psychological bullying behaviours through email, chat rooms, mobile phones, text messages, mobile phone cameras and websites.
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


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.

**Implementation:**

**The role of all members of staff is to:**
- model appropriate behaviours.
- ensure that children are supervised at all times.
- deal with all reported and observed incidences of bullying as set out in this policy.

**The role of the principal class team is to:**
- At the beginning of the year, explain the school anti-bullying policy to all staff and students.
- Include a statement defining bullying and its zero tolerance in the school information booklet as well as distribute this to each child in pamphlet format.
- Make copies of the Bullying Policy available to all parents.
- Ensure that incidences of bullying are reported. Ensure that any bullying incidences that are dealt with are recorded and documented in the Student Welfare Incident book and in Student Support Group meetings. Ensure that these records are kept as part a monitoring and evaluation strategy.
- Provide support services where necessary.
- Ensure staff are trained in the use of restorative practice.
- A comprehensive education program about Bullying and Harassment will be conducted by the teaching staff.

**Following an incident report, the school will ensure that:**
- Reference is made to the restorative practices guidelines
- The student understands and can identify the breached behaviour
- The students involved are sent to either the Principal, Assistant Principal/s or the team leader as appropriate.
- After investigation the following occur:
  - the student is reminded of the consequences of their behaviour
  - the School Behaviour Management guidelines are implemented (below).
  - the student is involved in a behaviour modification program and counselling which may include negotiation and communication with the victim.
  - the target is supported and counselled.
  - monitoring of the progress of both parties will be the responsibility of the staff member involved.
- If the bullying behaviour continues sanctions will apply as set out in the School Behaviour Management guidelines and may result in suspension, detention, exclusion or expulsion.

**The role of staff is to:**
- To implement Peer Relationships and Values Education programs.
- To support parents and students in understanding the implications of all bullying behaviours including cyber bullying.
- Conduct a comprehensive education program about bullying and harassment. Staff will talk openly about bullying and harassment within the context of the Peer Relationships and Values Education programs Prep-year 6.
- Reinforce the school key values and teach the skills that will build student self-esteem and empower students to take responsibility for themselves. Students will also be given the opportunity to practise these skills.
The role of parents is to:
- Watch signs that their child may be being bullied and report any incidences of bullying they may witness.
- Speak to classroom teacher if they believe their child is being bullied, or they suspect that this is happening. The next level of contact is the team leader, then the designated Assistant Principal.
- Encourage their children to inform a significant adult if they believe they are being bullied or if their ‘bucket is being dipped’.
- Responsibly supervise their child’s use of email, mobile phones, chat rooms and websites at home.
- Sign and support their child’s “acceptable use policy” which is required each year under the guidance of the parent and classroom teacher.

The role of children is to:
- Speak to the classroom or yard duty teacher if they believe they are being bullied or if they believe they see someone else being bullied - both at school and on the way to and from school.
- Help someone who is being bullied for example inform a staff member or console the student.
- Not bully others.
- Take responsibility for their actions if identified as initiating or participating in bullying.
- To develop strategies of self-empowerment.
School Behaviour Management Guidelines

Consequences for students if behavioural expectations are not met:

- Draw attention to inappropriate behaviour according to classroom/playground rules. The child is given a warning and/or advised to go to the Principal as appropriate.
- The child is given appropriate tasks which encourage reflection on the nature of the incident.
- If inappropriate behaviour continues, relocation of the child in the classroom or playground.
- Child withdrawn from classroom privileges - incident recorded on Sentral by staff member.
- Child withdrawn from own class to another (same level) for a specified time or in the playground withdrawn to a time out area.
- Teacher concerned consults with parent, team leader, assistant principal, principal, or student welfare coordinator as appropriate.
- Parent/school support group set up with recorded meetings to develop strategies.
- Referral to consultancy services if appropriate.
- Parent/school support group meetings with expert to develop strategies.
- “Time out” is imposed.
- Suspension by Principal as per DET Code of Conduct Guidelines.
- Expulsion by Principal as per DET Code of Conduct Guidelines.

Evaluation:

The Student Welfare Committee in collaboration with the Principal and Assistant Principals will monitor and assess the Student Incident records.

Evaluation will be based on these indicators of success -

- Number of reported and observed incidences of bullying
- Reports from parents of resolution to problems/parent survey results
- Positive feedback from teachers and all staff
- Successes reported from student/school/parent support group meetings
- Feedback from student leadership group
- Student survey results.

This policy was last ratified by Torquay College Council in July 2016