




Bullying Prevention Procedure

Our Values: Curious Connected Learners, shape the Shirley Smith Way of Being and underpins how we relate to each other and our environment, how we respond to the aspirations of our community, and how we design our learning. All of our procedures, including our Bullying Prevention Procedure reflect this.

Rationale

At Shirley Smith High School, we strive to create a safe and inclusive learning environment where all learners have boundless potential and feel they belong through their connections with their peers, staff, the community, and their learning. We strive to inspire student learners to be responsible and informed citizens who understand their own rights and actively take responsibility to uphold the rights of others. There is no place for bullying at Shirley Smith High School.

Other relevant Policies/Documentation

- [Safe and Supportive Schools Policy](#)
- [Safe and Supportive Schools Procedures](#)  (163kb)
- <https://bullyingnoway.gov.au/>

Promoting Positive Behaviour at Shirley Smith High School

When managing incidents of bullying at Shirley Smith High School we use a combination of Positive Behaviour for Learning (PBL) and Restorative Practices underpinned by our Values (Curious, Connected, Learners) and our Wellbeing Framework (Yindyamarra - Tread Lightly).

Shirley Smith School's Responsibilities

As a learning community we will:

- Maintain a safe learning environment
- Commit to developing a deep understanding of our school values: Curious, Connected, Learners
- Promote positive and productive behaviour that demonstrates value for diversity, respect and inclusion for all student learners, staff, and families
- Acknowledge and support everyone's rights and responsibilities toward creating connection and belonging in the learning environment
- Ensure definitions of bullying are known and understood by staff, student learners, and community
- Ensure consistent and developmentally appropriate behavioural expectations across the school
- Use consistent language among staff, families, student learners, and the broader community to encourage positive behaviours and social interactions
- Ensure bullying is easily reportable and that student learners feel confident to seek support and to raise concerns
- Build staff skills, knowledge, and confidence to:
 - prevent and respond effectively to bullying including cyberbullying
 - restore safety and wellbeing after critical incidents



- Collect bullying data regularly, analyse data and trends to plan how we will modify our bullying prevention strategies and responses as necessary
- Develop solutions to bullying with student learners, including them in decisions that affect their safety and wellbeing
- Act when bullying and cyberbullying are reported. This includes incidents that happen out of hours or off school grounds when it relates to school-based relationships
- Report criminal matters
- Work with families, service providers and communities to support student learners affected by bullying
- Have planned responses to bullying that are visible, consistent, and foster trust and confidence

Staff Responsibilities

As a teaching staff we will:

- Actively teach and model safe and inclusive behaviours, through our school values (curious,connected, learners) and our wellbeing framework (Yindymarra - Tread Lightly)
- Develop and maintain supportive and empathetic relationships and communicate effectively with student learners and their families
- Assist learners to understand bullying, including cyber bullying, prevention, identification, response, and reporting across all year levels
- Teach and model positive behaviours and social emotional skills
- Intervene in specific incidents of bullying or observed bullying behaviour
- Take all reports of bullying seriously and follow up concerns immediately with fair and consistent responses to incidents or suspicions in line with our Behaviour Support Plan
- Document all bullying incidents
- Implement restorative practices to follow up with student learners when bullying incidents have been resolved, including both victim, perpetrator, and observers where possible

Student Learner Responsibilities

As student learners we will:

- Take pride in being a student learner at Shirley Smith High School
- Behave in safe, respectful, and inclusive ways that reflect and promote the school values (curious,connected, learners) and the wellbeing framework (Yindymarra - Tread Lightly)
- Understand the types and definitions of bullying.
- Treat others with kindness and support peers to behave in safe, respectful, and inclusive ways
- Report any suspicions, concerns or bullying behaviours to a trusted adult
- Take part in decision making to improve student learner safety and wellbeing
- Take a stand when bullying is observed

Family Responsibilities

As the families of student learners we will:



- Promote pride in Shirley Smith High School and maintain positive connections with the community and its staff
- Understand that behaviour is developmental and provides a learning opportunity.
- Work respectfully and collaboratively with the school to resolve concerns about behaviour when incidents occur
- Help their child to be safe online at home. This includes monitoring their child's use of technology and social media
- Make sure their child knows how to identify and report bullying
- Understand that the school is required to maintain confidentiality for all student learners and often will not be able to report an outcome in relation to another student learner
- Report new incidents/information to the school if a situation continues
- Talk to their child about safety issues including bullying and cyberbullying
- Report concerns about bullying to their child's Connect Group Teacher
- Support their child to go to school while a bullying issue is being resolved
- Seek support from specialists and external providers who may be able to further support your child's wellbeing if necessary

Bullying Is....

A national definition of bullying has been endorsed by the Education Council. 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.

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).

Bullying of any form or for any reason can have immediate, medium, and long-term effects on those involved, including bystanders.

Bullying is not...

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

What bullying is not:

Single episodes of social rejection or dislike.

Single episode acts of nastiness or spite.

Random acts of aggression or intimidation.

Mutual arguments, disagreements, or fights.

These actions can cause great distress; however, they do not fit the definition of bullying.

Bullying involves deliberate and repeated incidents.

Yindyamarra - Tread Lightly



Yindyamarra is our approach to wellbeing at Shirley Smith High School, where we strive to nurture a community of emotionally intelligent and empathetic young people.

Pause

Be authentic

Listen deeply

Think carefully

Consider your impact

Take responsibility

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