

Isis District State High School
Procedures for Preventing and Responding to
Incidents of Bullying (including Cyberbullying and Sexual Harassment)

Purpose

Isis District State High School strives to create positive, supportive environments for all members of the school community. Such an environment is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying or sexual harassment at Isis District State High School. Research indicates that both those being bullied and those who bully are at risk of ongoing behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Isis District State High School include (but are not limited to) name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

Sexual harassment is any unwelcome sexual attention that is offensive, humiliating or intimidating and will not be tolerated in this school. Sexual Harassment may involve:

- teasing, calling names or making rude signs;
- telling smutty jokes or making suggestive comments;
- displaying offensive picture, posters or graffiti;
- staring or ogling;
- following someone home from school;
- patting, pinching or touching another person;
- pestering someone to go out or asking for sexual favours;
- sending offensive messages in writing or by telephone;
- spreading rumours about someone's sexuality;
- making belittling comments;
- ridiculing, leering or wolf-whistling at, or making sexual comments about a person or group of people.

When considering whether or not bullying or sexual harassment has occurred, the school will avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in this school community.

Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

Prevention

Our universal behaviour support processes described in the *Responsible Behaviour Plan for Students* remains the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.

A student curriculum anti-bullying lesson is taught to all students in classrooms to a schoolwide schedule of instruction. Simultaneous instruction will maintain consistency of skill acquisition across the school. Aspects of this lesson will be reinforced regularly during the year.

Where students consider they are being bullied or sexually harassed, the primary mechanism for remediation should be disclosure by the student to someone who has the authority to do something about it. In the first instance, this is a staff member at the school, though it may be a peer or parent/carer who can assist in supporting the student in reporting it to a staff member.

If the staff member decides to try and resolve the problem him or herself they should monitor the situation and where it does not stop, the student should ensure the matter is reported to the school administration without delay.

The school does not condone a student being bullied demonstrating the same behaviour in retaliation. This action, rather than stopping the bullying, usually escalates the negative interaction.

Consequences

Where a student has been found to be bullying there may be a range of consequences depending on the circumstances. They include:

- discussion and warning
- counselling
- parent involvement
- completion of school Bullying Booklet
- detention / withdrawal
- school disciplinary absence (suspension)

In matters of bullying and or harassment that may constitute a police matter (particularly cyberbullying that may contain obscene language and/or threats of violence) there will be possible referral to the Queensland Police Service.

The school will use behavioural data for decision-making. This data is entered into the OneSchool database and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.