**Preventing and Managing Bullying Policy**

**The prevention and management of bullying at John Curtin College of the Arts is incorporated withing the schools Positive Behaviour policy and procedure.**

**The preventing and managing guidelines are to be read in conjunction with the John Curtin College of the Arts Positive Student Behaviour Policy.**

**Rationale**

Bullying is a learned behaviour which is unacceptable and can be successfully challenged. Schools take an educative approach to managing and preventing bullying. The school’s processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supporting learning environments.

**Definition**

**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 is repeated or has the potential to be repeated over time.

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

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

**Types of Bullying**

There are three types of bullying behaviour:

* **Verbal bullying** which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion
* **Physical bullying** which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
* **Social bullying** which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

If any of these behaviours occur only once or are part of a conflict between equals (no matter how inappropriate) they are not bullying. The behaviours alone don't define bullying.

Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly.

**Setting**

Bullying can happen in person or online settings. Online bullying is sometimes called **cyberbullying**

**Cyberbullying** is when a group or an individual uses information and communication technologies (ICT) to intentionally harm a person over time, who cannot easily stop this bullying from continuing. The most important aspect of this definition is that it is not focused on ICT but stipulates that cyberbullying is bullying via ICT. That is, it is about the behaviour, not about the technology.

Verbal, physical and social bullying can happen **in person**.

Verbal and social bullying can happen **online**, as can threats of physical bullying.

Specific features of online settings create additional concern for students, parents and carers, and teachers. For example, bullying someone online can potentially have an enormous audience.

Research shows that children who are bullied online are often also bullied in person. This means that effectively dealing with online bullying means looking at other situations as well

**Means**

Bullying can be by direct or indirect means:

* **Direct bullying** occurs between the people involved, whereas indirect actions involve others, for example passing on insults or spreading rumours.
* **Indirect bullying** mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem.

**Visibility**

Bullying can be easy to see, called overt, or hidden from those not directly involved, called covert.

**Overt bullying** involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting. Overt, direct, physical bullying is a common depiction of bullying (this is sometimes called 'traditional bullying').

But overt physical bullying may not be the most common type of bullying.

**Covert bullying** can be almost impossible for people outside the interpersonal interaction to identify. Covert bullying can include repeatedly using hand gestures and weird or threatening looks, whispering, excluding or turning your back on a person, restricting where a person can sit and who they can talk with.

Covert social or verbal bullying can be subtle and even sometimes denied by a person who claims they were joking or 'just having fun'.

Some bullying is both covert and indirect, such as subtle social bullying, usually intentionally hidden, and very hard for others to see. This type of bullying is often unacknowledged at school, and can include spreading rumours, threatening, blackmailing, stealing friends, breaking secrets, gossiping and criticising clothes and personalities.

Indirect covert bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem, that is, through psychological harm rather than physical harm.

**Bystanders**

Most of the time bullying takes place with students (and others) present. People who witness bullying are called bystanders. Bystanders can play a number of roles.

* **Outsiders** witness the bullying situation but stay out of it and do not get involved.
* **Defenders** help by intervening when bullying occurs or extend support to the person being bullied – privately or in the moment – or take other actions to address the bullying.
* **Reinforcers** support the youth who bullies or bullying behaviour and may laugh, encourage, or cheer during or after the bullying incident.
* **Assistants** help the individual doing the bullying and join in. For example, an assistant may physically restrain or block the target of bullying so that they cannot get away.

Bystanders who are passive (take no action) or behave in ways that give silent approval (watching, nodding, walking away) encourage the behaviour to continue. At John Curtin we encourage students to become ‘**Upstanders’** and report or attempt to stop bullying behaviours.

**Upstander** – someone who acts against bullying behaviour. When an upstander sees someone being bullied they do something about it. They help stop the bullying happening, or support the student being bullied. Options include:

* Be a friendly to the person being bullied
* Shift focus away from the bullying situation
* Call the person out for their bullying behaviour
* Leave then situation, then act.
* Ask for help

When talking to students about ways to be supportive “upstanders”, parents and teachers need to be aware of (and respect) the reasons that students may not step in. They may:

* fear for their own safety (now and later) or position in the group
* think that someone else will help
* be worried about making things worse
* not know what to do
* think their actions won't make a difference
* think it's none of their business
* think the student being bullied deserved it
* think It’s fun to watch

**Rights and Responsibilities of School Community Members**

* Members of the school community have the right to expect that Applecross Senior High School provides a safe and supportive learning environment. This expectation comes with a shared responsibility for the whole school community to prevent and effectively respond to behaviours that have the potential to affect school safety and wellbeing, including bullying.
* The whole-school community includes students, staff, parents, caregivers and the wider community who interact within the school context.
* School leaders play a key role in fostering a safe and supportive climate across the whole school.
* Students are central in the school's efforts to counter bullying and to create positive learning environments for everyone.
* Parents contribute to anti-bullying efforts both by their support of their own children and participating in school activities and strategies.
* The wider community can play an important role in strengthening the school's anti-bullying messages.

**Be Aware**

* Bullying is a very complex issue and no two circumstances are the same. Sometimes bullying may be occurring over a long period of time and it may seem that there is no way of resolving the issue. In these circumstances the school may engage the services of other support agencies with the view to work with the parties and support them to a resolution.
* All members of the school community are responsible for reporting bullying behaviour, including the person who is the perceived ‘victim’ of bullying. The school can take no action if the behaviour is not reported.
* All allegations of bullying are treated seriously and an appropriate level of confidentiality must be always maintained.

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| **Members** | **Rights** | **Responsibilities** |
| **All students, teachers, parents, wider school community** | • are safe and supported in the school environment• are included• are treated with respect | • participate and contribute to school positive behaviour programs • build positive relationships • demonstrate respect and tolerance towards others |
| **The principal** | • is supported by the school community in developing the school’s plan to prevent and effectively manage bullying• is supported by school staff in implementing the strategies and programs under the school’s plan | • provides the leadership for resourcing the school’s plan • ensures the school community is informed of the plan• implements the plan• supports staff to implement the strategies and programs under the plan |
| **Staff** | • feel safe and supported in the workplace• are informed of the school’s plan on bullying• have access to professional learning in preventing and effectively managing bullying• have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning) | • promote and model positive relationships• participate in developing the school plan• identify and respond to bullying incidents• deliver the strategies and programs to students in responding to bullying effectively• promote effective bystander behaviour• promote social problem-solving• use appropriate terminology when referring to bullying and the students involved |
| **Students** | • have access to curriculum that supports the building of resiliency and social skills• are informed of the school’s plan on bullying• are provided with supports that will help to stop bullying• to be aware of how to access support. | • understand and value the concepts of inclusion and tolerance• identify and respond effectively to bullying• are aware that bystanders are supporting bullying• seek help for themselves and others as needed |
| **Parents** | •are treated with respect• are confident their children are provided with a safe and supportive school environment• are provided with access to information on the prevention and management of bullying• are informed of the school’s plan and opportunities to participate | • support and encourage children to treat others with respect and tolerance• act in accordance with the school plan if they observe/ know about bullying• encourage children to report bullying incidents • work effectively with the school in responding to bullying |
| **Wider community** | • are strategically included in prevention and bullying management | provide support and input into the school’s approach to preventing and managing bullying |

**Strategies to Prevent and Manage Bullying**

John Curtin College of the Arts employs a range of processes, strategies and programs for preventing and effectively managing bullying. The college believes that multicomponent whole-school initiatives, involving all the school community are more like to reduce bullying behaviour than singe-component programs.

**The prevention and whole school Structures and Strategies include:**

* The college values
* Managing Bullying Behaviour and Peer Conflict procedures
* Student Services Intervention
* Per Support Program
* House system - building quality relationships between school students and staff
* Active promotion of student voice within the college
* Interagency relationships with groups such as Head Space and Youth Focus
* providing policies that shape a respectful, welcoming, and caring school environment
* promoting a whole-school student support approach with shared leadership
* promoting collaborative relationships between the school, parents and the wider community on developing and implementing school-based strategies and programs with students
* the development of active, trusting relationships within the whole school community
* a highly skilled and resourced student support team
* the provision of professional learning for staff and parents in identifying, preventing and addressing bullying
* promotion of a school culture that seeks to be proactive and restore relationships affected by persistent or unresolved conflict
* promotion of positive staff role modelling
* Supporting the National Day of Action – Against Bullying and Violence
* building staff capacity to implement programs to enhance students’ relationships and reduce bullying
* programs and initiatives that encourage inclusivity, tolerance and respect including Saga + Club, Wear It Purple Day, Student Council THINK campaign.
* a regular collaborative cycle of evaluation and review of the implemented strategies
* Use of resources from the Bullying No Way website www.bullyingnoway.gov.au

**Preventive whole school classroom strategies**

* develop supportive and inclusive classroom environments
* implement effective classroom behaviour management approaches that teach and encourage positive behaviours, and address negative behaviours effectively
* recognise and reinforce positive communication, empathy, tolerance and social problem solving
* promote the use of cooperative learning strategies
* encourage and support help-seeking and effective bystander behaviour • utilise social problem-solving approaches to resolve peer-based conflicts
* implement developmental social/emotional learning curriculum which includes • understanding what behaviours constitute bullying
* the development of constructive (preventative) bystander behaviour
* the development of positive social problem-solving skills
* understanding cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship

**Outside of classroom strategies include:**

* a highly visible and active approach to yard and duty supervision
* implement identification of and supervision adjustments to high-risk situations and settings
* offer a range of organised activities during break times that encourage positive peer relations and networks Chaplain’s lunchtime games, House activities, Clubs
* recognise and reinforce positive yard and prosocial behaviour
* develop and communicate whole-school processes for responding to yard and duty problem behaviours

**Planning, monitoring and review processes include:**

* processes are reviewed annually
* use of appropriate assessment tools to measure current bullying issues and the school’s progress towards achievement targets (snap-shot measures)
* input from all key sectors of the school community
* existing data is used to monitor changes over time (longitudinal measures)
* adjusting the selected strategies and programs based on the data
* ongoing review of available resources (including human resources) to ensure accessibility and suitability of the strategies and programs being implemented
* communicating any changes to the whole-school community

**Targeted Early Intervention Strategies**

Early identification and effective responses reduce the associated risks and potential long-term harms caused by bullying.

**Targeted early intervention strategies include:**

* Awareness and planning around specific forms of bullying, such as cyber-bullying and racism
* Identify and target early signs of problematic peer relationship issues within the school community
* Identify individuals and groups at risk that require targeted programs
* Teach pro-social behaviour to identified students and groups
* Provide high supervision areas for students with higher support needs
* Effective options for individual students experiencing safety issues (such as buddy systems, alternative areas and transition routines)
* Provide access to specialist/pastoral care staff and case management processes for students at risk of being targeted or those who demonstrate bullying behaviour • Promote the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community

**Intervention for Bullying Incidents**

**John Curtin College of the Arts responds to bullying behaviour in the following ways:**

* staff are provided with the support and training to confidently manage bullying situations as they occur
* staff, students and parents have processes for reporting incidents of bullying or when they become aware that a student needs support because of bullying
* intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem solving are used for responding to bullying incidents
* there are processes for recording and monitoring bullying incidents and interventions
* bullied students are provided with supports to promote recovery and resilience and case management of students involved in persistent bullying is implemented.

**Involving parents**

The meaningful involvement of parents, carers and other family members is essential for developing and maintaining safe and supportive learning environments. Positive teacher-parent and family relationships are built through regular formal and informal activities, some of which can focus specifically on safety, wellbeing and bullying.

Effective family and community partnerships is one of the five elements of the Australian Student Wellbeing Framework. The principle being that 'Families and communities collaborate as partners with the school to support student learning, safety and wellbeing'.

These strategies are directly linked to the Australian Student Wellbeing Framework

**Effective practice:**

* Proactively build collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and well-being.
* Develop strategies to sustain culturally respectful partnerships with families and communities that are welcoming and inclusive.
* Build partnerships with Aboriginal and Torres Strait Islander families and community organisations to ensure a culturally safe environment and a two-way reciprocal exchange of knowledge on well-being issues.
* Build links with community organisations, services and agencies to assist schools in the early identification of need and to collaboratively plan targeted support for all students and families, including those from vulnerable groups.
* Regularly monitor and review school capacity to respond to specific instances of student and family need to protect their safety and wellbeing within the context of the school’s urban location.

**Opportunities to involve parents and families in a meaningful way are also embedded across other elements of the Australian Student Wellbeing Framework:**

* Respect the diversity of the school community and implement proactive strategies in order to build a cohesive and culturally safe school (INCLUSION)
* Foster and maintain positive, caring and respectful student–peer, student–teacher, teacher–parent and teacher–teacher relations (INCLUSION)
* Actively seek the involvement of school staff, students and families in the promotion and recognition of positive behaviour (SUPPORT)
* Implement a whole school systemic approach to well-being and positive behaviour with tiers of support to meet the diverse needs of staff, students and families (SUPPORT).

***NOTE:*** In situations which have resulted in significant harm or where violence has occurred,behaviour management sanctions may need to be implemented. Sanctions are also warranted where the application of evidence-based methods as described above have been unsuccessful in resolving the problem. The use of sanctions as the first strategy does not occur often as it may result in retaliation against those who reported or the bullied student.

Helpful References and Websites:

 <https://bullyingnoway.gov.au/>

 <https://www.education.gov.au/national-safe-schoolsframework-0>

<https://reachout.com.au/>

 <https://www.stymie.com.au/>

 <https://www.esafety.gov.au/>

 <https://kidshelpline.com.au/teens/issues/bullying>

 <https://www.education.wa.edu.au/bullying>

 <https://www.beyondblue.org.au/get-support/getimmediate-support>

 <https://headspace.org.au/>

**Procedures for Responding to Incidents of Bullying**

Students are encouraged to report incidences of bullying by using the Student Services Report Form and handing it in at the Student Services Centre or to one of their classroom teachers.

Record-keeping is critical in the management of student behaviour and databases will be used to keep people in touch with children who tease and bully. Teachers have access to the database and will be provided with feedback about children in their classes.

It is important that all members of staff know who is taking the responsibility for responding to a student who has bullied. There needs to be an explicit line of responsibility that identifies people who can be called on when necessary to become involved with a student who bullies.

Four general levels of response are suggested.

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| Level 1: | It is generally agreed that teachers who confront an incident of bullying (observed or reported) have the initial responsibility for taking positive action using different practices such as assertiveness, restorative questioning and one-to-one discussion.  |
| Level 2: | The next level of response after teacher action is the Student Services Coordinator (SSC)to whom a teacher reports an incident of bullying. This person has appropriate knowledge and training to be able to offer the teacher additional support for responding to the student who has bullied as well as to intervene directly with the student (as well as target, bystanders) and parents to try to resolve any outstanding issues.  |
| Level 3: | When efforts do not produce significant changes to a student’s bullying behaviour, then a more formal referral can be made to a Head of Student Services (HOSS). At this level, the HoSS and SSC would gather further information to formulate a plan of intervention that would be communicated to the student, teacher(s) and parents. For referred students who are functioning at a high level of well-being, achievement and who come from generally supportive home and community backgrounds, the plan could involve the use of a behavioural contract, 1:1 social and emotional mentoring (resilience, conflict resolution, empathy training), restorative meetings, restorative conferences and more intensive work with parents.For referred students who are functioning at lower levels of wellbeing (additional emotional and behavioural difficulties), under-achievement, delays in resilience, social skills and values, learning capabilities and who have weaker connections with positive adults and programs in their school, home, and community, individualised, strength-building plans can be developed and implemented.  |
| **Level 4** | For those students who present with significant mental health problems (e.g., conduct disorder, ADHD) along with bullying behaviour, the SSC and/or HOSS may make a referral of the student and his/her family to an outside community health agency or private mental health practitioner who can offer a greater range of family support services and types of counselling and therapy.The flowchart on page …. summarises College procedures for responding to a student who bullies.  |

The flowchart below summarises the College procedures for responding to a student who bullies.



Stage 1 If the bullying is minor or first-time occurrence, teaches may elect to use one or more of the antibullying practices.

Teacher uses one or more anti bullying practices

(e.g., Stopping the bullying/re-statement of rules and consequences, restorative questioning, think time detention, private conference, shared control discussion.  If a student does not take control of his/her behaviour, a online bullying incident report should be completed and submitted to Student Services.



Stage 2 If the bullying continues or in instances of severe bullying behaviour, a referral should

be made to the SS Coordinator. The SSC may meet with the student and use one or

more of the anti-bullying practices from Stage 1.

The SSC may also develop a behaviour contract, provide discussion/mentoring of different social and emotional learning competencies, or conduct a restorative conference with the perpetrator and the target.



Stage 3 For “at risk” students whose bullying behaviour is severe and for other non-at risk

students whose bullying and other aggressive behaviour is resistant to change, an

individual “strength building” plan should be developed in consultation with student, parents/carers and SSC/HoSS

Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student’s inner social and emotional strengths (skills, values).

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Stage 4 Students whose severe bullying behaviour resist school efforts and represent a significant threat to safety and wellbeing are referred to outside agencies for evaluation.

SSC are familiar with community agencies and organisations that can offer more intensive services to the student and student’s family.

***NOTE:* In situations which have resulted in significant harm or where violence has occurred,** behaviour management sanctions may need to be implemented.

**Summary of College-Wide Practices for Responding to Incidents of Bullying**

All teachers (staff, administrators) should be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. The following is a summary of some of the appropriate responses staff could use:

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| **The Importance of Having a Positive Mindset**Confronting students who have bullied requires a high amount of self-control as well as preparation to know what to say and do. The following are important ingredients to having a positive mindset. |
| **“Be Calm”** | In order to respond effectively to incidents of bullying, it is very important to be clear thinking and emotionally in control. |
| **“Be Positive”** | When confronted with an incident of bullying, have in mind the importance of maintaining a positive relationship with the student. A student is much more likely to modify his/her behaviour if he/she perceives that a teacher cares. |
| **“Be Assertive”** | When a student through bullying behaviour violates the right of one or more students to be safe, it is very important that teachers directly and clearly express their thoughts, feelings and expectations concerning the need for the student to not only stop bullying, but also to make restitution with the “target.” |
| **“Be Confident”** | While interacting with a student who has bullied another, it is important to have trust in yourself that you will be successful in implementing practices that can have an impact on the student’s future behaviour. |

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| **Teacher and/or Student Services Team Practices for Responding to Incidents of Bullying**It is important to be able to choose from options of things to say and do when faced with an incident of bullying. The following list of practices should not be seen as representing, sequential steps but rather are different options. When mild bullying behaviour is beginning to be displayed by a student, the following non-confrontational, indirect influence strategies may be used: |
| **Practice 1:** | **Physical Proximity** | Walk over and stand next to the student while you continue your class. |
| **Practice 2:** | **Non-Verbal Prompting** | Walk past the student and touch student’s papers or gently tap the student’s chair. |
| **Practice 3:** | **Offer Learning Support Quietly say:** | “You seem like you are struggling. Can I give you some help or can you handle this?” |
| **Practice 4:** | **Re-Direction** | Change task that student is doing that has immediately preceded the student’s bullying behaviour (e.g., Say: “Rather than finishing reading this article, can you use the computer to find some more references on this topic?”). |
| **Practice 5:** | **Assertive  Communication of Zero  Tolerance of Bullying  with Follow-Up  Reminder of School  Expectations** | Intervene immediately in a calm but firm (assertive) way to stop the bullying and reassure the student being bullied, that actions will be taken to stop bullying.Remind the perpetrator of school expectations and consequences for continued bullying behaviour. If the bullying is minor, this practice can be implemented later so that the target of the bullying is not humiliated or embarrassed. |
| **Practice 6:** | **School-Wide  Monitoring of Safety** | All teachers are asked to monitor the behaviour of the perpetrator and the safety of the target on a school-wide basis. “Safe havens” are identified. |
| **Practice 7:** | **Restorative  Questioning** | On the spot, engage the student who has bullied another student in a series of self-reflective, restorative questions (e.g., “How has the person been affected by your behaviour?”) directed at increasing empathy and having the student who bullies take responsibility for making the situation better for the “target” (e.g., “What do you think you need to do to make things right?”) |
| **Practice 8:** | **Think Time Detention** | During recess or lunchtime, student asked to respond to a series of structured questions involving what happened, who was responsible, impact of their behaviour on other student(s) and new, positive behavioural choices reviewed. |
| **Practice 9:** | **Hold a Private  Conference** | When a strong positive relationship exists between a teacher and the student who is bullying, a meeting can be organised where the student is asked by the teacher to make changes in his/her behaviour because of the harm it is doing to another and because of the negative consequences it ultimately has on the student who is bullying. |
| **Practice 10:** | **Expectation Discussion** | Meet with the student and ask student about the school rule or expectation about how to treat other people and what he/she plans to do in the future with regards to the he/she has bullied |
| **Practice 11:** | **Shared Control Discussion** | In a discussion, enable the student to choose how he/she will respond to your request for a cessation of bullying behaviour while being aware of the consequences which his/her choice will have (e.g., “You can continue to make harmful comments and I’ll make a note in your diary or you can be more respectful and you can stay out of trouble” |
| **Practice 12:** | **Impose Consequences** | If the bullying behaviour of the student is being repeated – especially after reminders and conferences have not influenced behaviour- impose immediate consequences the “severity” of which suit the nature and frequency of the bullying behaviour. |

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| **Additional Student Services Practices**When bullying behaviour persists or a serious incident of bullying occurs, the student should be referred to the SSC who may implement one or more of the following practices |
| **Behavioural Contract** | Student who has bullied meets with SSC to develop a “behaviour contract” that outlines a plan of positive action that helps student move towards acceptable and responsible behaviour. |
| **Social and Emotional Education.** | Student who has bullied meets with Year Coordinator who provides social and emotional learning experiences and skill building in empathy, conflict resolution and resilience. |
| **Non-Punitive Problem-Solving  Meetings.** | Problem-solving meetings can be held with the target of bullying as well as the student who has bullied to provide support on the one hand and to develop empathy, resilience and conflict resolution skills on the other hand. |
| **Parent Conferencing** | Where the instance of bullying is severe, the student welfare coordinator may elect to conduct more in-depth sessions with parents covering different issues (e.g. parent-child relationship) and topics (e.g. discipline strategies). |

**What to Say to Students Who Have BEEN Bullied?**

If a student reports bullying to you:

* Reassure them that you will try to help them.
* Avoid minimising the issue or saying dismissive things that imply the issue is not important.
* Find a suitable place to talk or make a time to discuss the problem privately.
* Ensure that your voice is calm, and your body language is open as you listen.
* Listen without interrupting, using only encouraging questions or sounds to show you are listening.
* Only after you have heard their whole story should you ask specific questions if you need more details.
* If they haven't already told you, ask the student when, how and where the bullying happens, including:
* o what words have been said or written;
* has anyone been physically hurt and how;
* who is usually around;
* who else have they talked to about this; and/or
* if it is happening online ask if there is any evidence of what has happened
* Ask questions to help you distinguish between single incidents of conflict and an ongoing pattern of bullying.
* Write down the information or ask an older student to write down the details themselves and give it to you.
* Reassure the student it's never okay to be bullied.
* Reassure the student it is not their fault that the other person is behaving in such a way.
* Praise the student for speaking out, acknowledging that talking about it takes lots of courage.
* Ask the student what they want you to do and whether they want you to do anything at this stage.
* If they want your assistance to stop the bullying, tell them you will now start your college’s procedures to investigate and respond to their report.
* Reassure them that the College takes this seriously and that you will get back to them as soon you can.
* Ask the student if they feel safe in the short term in case you need to take preventative safety measures

**Teacher “One-Liners” to Say to Students Who Have Bullied**

The following “one-liners” are examples of what is effective when speaking with a student.

“He/she (the ‘target’) doesn’t want you to get into trouble, she/he just wants you to stop.”

“We want everyone to go home happy. It’s our aim and we can’t see why this cannot be     achieved.”

“I am confident you can fix this.” “I am really disappointed in the way you are behaving.” “You knew this behaviour is unacceptable.”

“I am really concerned about the way you are treating \_\_\_\_\_\_\_\_\_\_\_\_.”

“Do you realise that your behaviour is hurting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ feelings?”

“Is your behaviour being fair to the rest of the class?”

“I see you as a leader in the class/year level. How can you use this in a positive way?”

“What are some other ways you could have dealt with the situation?”

“How can you change your behaviour, so things improve?”

“People make mistakes and bad choices. You need to learn from this experience and move forward.”

“It’s all about choices. Do you think you have made a good or bad choice?”

“Why have I called you over here?”

“I want to help you work through what is going wrong.”

“There are some things you just don’t say to other people.”

“Why would you say think it’s OK to say that?”

“Do you think you’d say that if other people were going to find out about it?”

“Making others feel badly is obviously ‘not on.”

“I’m very concerned about what I’ve just seen/heard.”

“I understand that ‘X’ has asked you to stop but s/he reports that you haven’t. Can you tell me about this?”

“I am concerned that ‘X’ sees you as a bully.”

“Do you feel pressured by others to do this?”

 “When can we meet up to see how things are going?

“You need to be aware that we have a zero tolerance’ attitude to this kind of behaviour.”

“We understand that not everyone gets along but respect for the feelings of others is expected of all of us.”

**“One-Liners” SSC Can Say to Students Who Have Bullied**

The following one-liners are examples of what is effective when speaking with a student.

“Please come in and sit where you would like to sit.”

 “I have received a report that you have been involved in bullying behaviour.”

“Are you aware of what bullying is?”

“Talk straight to me about what is going on.”

“Talk to me, but I don’t want any spin.”

“How would you feel if it was happening to you?”

“What other choices did you have to this way of behaving?”

“How would you feel if you changed shoes with this person?”

“Do you do this at work (your job)?”

“Are you aware there are laws to protect us against this?”

“Are you feeling stressed about what is happening to you?”

“School life isn’t working well for you at the moment, is it?”

“The story I’ve been given is this. Is that right?”

“Can you tell me why you are here?”

“Can you explain why people are unhappy with what you have done?”

“If I asked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, what would s/he say happened?”

“What other choices did you have?”

“I believe you can change things.”

“How would you like things to be different?