STUDENT GUIDE: ANTI BULLYING POLICY

VERSION 3
Anti-Bullying Policy

Rationale

The aim at Woree State High School is to create a supportive school environment in which students feel safe. In line with Education Queensland's policy and the provisions of the Child Protection Act. Our school and school community endorses the right to safety of all school community members. Bullying undermines this right and prevents students from achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully or the victim, and can damage the supportive environment of the class and of the school in general. For these reasons, bullying cannot be tolerated and must be addressed with immediacy and consistency. This policy is part of the Behaviour Policy but addresses specifically the issues of bullying and harassment.

Our Anti Bullying Policy includes a proactive approach which empowers students to think about their actions and help students to make positive life choices in areas such as drugs and alcohol, sexual health and bullying and harassment.

Reflective thinking is a key part of the bullying management strategy at Woree State High School. Students are challenged to reflect on their positive and negative behaviour through a series of questions comparing published rules with an individual’s behaviour. They learn how to be responsible for themselves.

Significant parts of our approach include:
  • The use of a questioning process which assists students to develop an understanding of why they engage in behaviours which disrupt learning or impact on other student’s welfare.
  • Assisting the student in reorganising their thinking so that they are able to act pro-socially.
  • Teaching students to recognise that learning to cooperate with others, respecting the rights of others and making effective plans to achieve those goals are social skills at the core of responsible thinking.
  • Recognition that students having problems with behaviour should be treated in the same way as those having difficulty with curriculum content.

The following Anti-Bullying Policy applies to all members of the school community which includes students, teaching and non-teaching staff, parents/caregivers and visitors to the school.

Purpose

The purpose of this document is to clearly outline the Anti Bullying Policy including the procedures for reporting bullying.

Relevance to Related Legislation & Department of Education Policy

LEGISLATION
  • Education (General Provisions) Act 2006
  • Education (General Provisions) Regulation 2006

RELEVANT POLICY
  • SMS-PR-021: Safe, Supportive and Disciplined School Environment
  • Every Student Succeeding — State Schools Strategy 2018–2022 (PDF, 408KB).
  • https://education.qld.gov.au
  • https://education.qld.gov.au/students/inclusive-education
  • https://education.qld.gov.au/students/students-with-disability
DEFINITIONS OF BULLYING

As defined in Education Queensland’s Child Protection Act,

‘Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.’ (The definition includes all forms of harassment.)

For ease of student understanding and identification of bullying, Woree State High School has defined bullying for students and staff in the following definition:

“Bullying is a behaviour by an individual or group that is repeated and hurts another, either physically or emotionally.” (Woree State High School 2011)

Further, Woree State High School has developed definitions for:

1. **Physical Bullying** - When a person or group uses physical actions to bully – pinching, pushing, shoving, fighting or any unwelcome physical contact used intentionally to intimidate or hurt someone.

2. **Verbal Bullying** - Repeated name calling, insults, homophobic or racist remarks, offensive language, put-downs.

3. **Exclusion** – deliberately being “left out” of games or peer groups, etc

4. **Sexual Harassment** – individuals or groups of one sex making physical or verbal derogatory comments about another individual or group of the opposite sex, etc

5. **Rumour Bullying** – Rumours, malicious gossip, untrue sexual comments, etc

6. **Extortion Bullying** – physically stronger and more powerful students forcing weaker students to hand over lunches, money, etc. Stealing games, balls and personal effects from others.

7. **Gesture Bullying** – includes body language or subtle facial expressions – all designed to intimidate, threaten or silence a victim, etc.

8. **Cyber / Electronic Bullying** - Using technology to bully verbally, socially or psychologically.

9. **Bullying on the Ground of Disability** – includes victimisation, harassment or bullying (of any of the types identified above) or a student with disability, or of a student who has an associate with a disability, in relation to the disability.

WHAT IS NOT BULLYING?

It is important to be clear which behaviours are NOT bullying. The National Centre Against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they do NOT constitute bullying:

- social bantering with minor insults and jokes
- 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.

While these behaviours would not be considered bullying because they do not involve deliberate and repeated harm and a power imbalance, they need to be addressed in the same way as other inappropriate student behaviours.
**WHAT IS CYBERBULLYING?**

Cyberbullying can include:
- spreading rumours online
- sending unwanted taunting, or threatening messages
- excluding individuals from social interaction online
- defacing images on or setting up fake profiles on social networking sites.

Anyone can be bullied online and the bully can act anonymously if he or she wants to. People can also be bullied online by groups of people such as class groups or collectively by members of an online community.

**Students are asked to consider the following questions:**
- Are you currently receiving text messages, emails, msn messages, or reading blogs about you that were menacing, harassing or caused offence to you?
- Do you have a print out of the messages?
- Has this happened more than once?
- Do you know EXACTLY who this person is, and know where they go to school?
- Would you like these messages to stop?

If the answer is yes to each of these questions then students are asked to see the **Head of Department Support 4 Students.**

**Tips to manage Cyberbullying**
- Ignore or block the Cyberbully.
- Printout and save messages and record the dates and times you got the messages.
- Use the report function within the App.
- Review your privacy settings.
- Tell the **Head of Department Support 4 Students** about the Cyberbullying.

**Using communication technologies**
Here are some things to consider when using communication technologies such as websites, blogs and mobile phones. It is easy to underestimate the impact of what you say, write and do with these technologies.

**Did you know that:**
- Web blogging social networking community websites such as MySpace have the potential to be viewed by anyone, with almost no control over who has access to the content.
- The information sharing and broadcasting capabilities of the technologies mean that a large number of people can potentially access information very quickly
- The things that you post and send, especially about other people, may be seen as bullying or harassment
- ‘Cyber bullying’ is using mobile phones or other communication technologies to send insulting, threatening or unpleasant voice, text and picture messages, videos or posts or spreading malicious rumours
- Party invitations and or details posted on websites such as MySpace, or sent by email or SMS text messaging, can be accessed instantly by a huge number of people
- Sending large amounts of invitations by email and SMS text messaging greatly increases the chances of gatecrashers, uninvited and unwelcome guests, which increases the likelihood of violence at a party
- ‘Happy slapping’ is the video recording, usually with mobile phones, of violent and shameful acts and practical jokes that are shared with other people through email and websites such as YouTube
- Practical joke behaviour such as ‘happy slapping’ can be offensive
- ‘Happy slapping’ glorifies and encourages violent and degrading behaviour for entertainment. This type of violence can be serious and in some cases could even be classed as criminal behaviour, in which case it should be reported to the police.
For more useful information about using communication technology being cybersafe, sensibly and some interesting information about cyber bullying and web blogging. Visit the following websites:

10. **National Centre Against Bullying**: a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety. [http://www.ncab.org.au/](http://www.ncab.org.au/)
11. **ReachOut**: an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. Reach Out also has information on how young people can get the best help from services, as well as opportunities to connect with other young people. [http://au.reachout.com](http://au.reachout.com)
12. **Stop Harassing Me Postcard**: [www.stopharassing.me.org.au](http://www.stopharassing.me.org.au)

**Cyberbullying Actions**

Should students make a of report ‘cyberbullying’, Woree State High School will investigate and implement mediation between the parties involved. If a resolution is not achieved, then the matter will be passed to the School Based Police Officer for further follow-up.

**Effects Of Bullying**

Everyone has the right to feel safe. Everyone has the right to an education without interference from others. It is everyone's responsibility NOT to harass or bully another person. Harassment, victimisation and bullying of any type is prohibited by Woree State High School.

Students may:
- Feel frightened, unsafe, embarrassed, intimidated, depressed or unfairly treated
- Find their ability to concentrate - work, sleep and health may suffer
- Experience deterioration in relationships with family and friends
- Become confused and unsure about what to do about the problem
- Avoid coming to school to escape the problem.

**If you feel that you are being bullied….. it is your responsibility to:**

**STOP** Inform the perpetrator that you wish that type of behaviour to stop
**WALK** Walk away from the perpetrator
**TALK** Seek help if bullying behaviour persists
BULLYING INCIDENT REPORTING PROCEDURES

If you are being bullied and are not able to cope with the situation you are in, or if you witness repeated bullying, the next step is to report the incident(s) of bullying to one of the following:

- Classroom teacher
- Year Level Student Support Services Officer
- Student Support Services Team member
- Head of Department Support 4 Students
- Any other member of staff you feel comfortable talking to

When you report an incident of bullying, you will be asked to complete an Incident Statement. This report asks for details of the incident(s) which will be investigated by the **Head of Department Support 4 Students**.

The **Head of Department Support 4 Students** will:

- Listen to you
- Speak with you about your experience
- Discuss with you options to make sure you have adult support as well as ways for you to act self protectively where possible
- Action any necessary follow up with the student(s) identified in the incident report.

If a student OR students are found to be involved in incidents associated with bullying, the **Head of Department Support 4 Students** may:

- Implement Responsible Behaviour actions eg referral to Student Support Services Team member
- Contact parents
- Organize mediation
- Involve Queensland Police and other external agencies.

If bullying continues after the investigation is actioned, you should immediately make another report which will again be investigated and actioned by the **Head of Department Support 4 Students**.
THE BULLYING TEST

Step 1: The Bullying Test
The teacher asks the student(s) does the incident involve:
- Repeated behaviour?
- Causes harm or intended to hurt?
and
- There is an imbalance of power?
If the answer is YES to each of the above, then it is bullying.

Step 2: The Level Test
What level of seriousness is the bullying incident (high/low)?
Teachers will decide if the incident is a low or high level incident using the following guidelines.

Low level
- Target is not typically teased or harassed and/or
- The bully is not a repeat offender and/or
- Bullying behaviour appears less harmful

High level
- Target is often teased or harassed and/or
- The bully often engages in such behaviour(s) and/or
- Bullying behaviour is causing significant distress or harm

Step 3: The Response
If the incident is low level the teacher will:
- Spell it out - what this behaviour is (bullying) and what's wrong with it.
- Signal - what will happen next time (i.e.: indicate consequences)
- Support - the bullied student by engaging in Reflective Thinking with the bully and support the target of bullying.
- Record – complete a OneSchool report

If the incident is high level the teacher will:
- Report - complete a OneSchool incident report.
- Refer - bully and/or target to the Head of Department Support 4 Students for follow up.

RESPONSIBILITIES

A. STUDENT RESPONSIBILITIES

1. Show respect for all members of the school community.
2. Become an active bystander and support targets of bullying by:
   - Speaking up and letting the person doing the bullying know that what they are doing is bullying
   - Refuse to join in with the bullying and walk away
   - Help the student who is being bullied to ask for help
3. Encourage appropriate and modified behaviour of the bully if they are your friend
4. Attempt to resolve bullying by being direct and assertive.
5. Understand the roles of people involved in bullying:
   - Target: The student who is the target of anti-social behaviour. They can be passive or provocative.
   - Ring Leader: students who through their social power can direct bullying activity.
   - Associates: students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- **Reinforcers**: students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
- **Outsiders/Bystanders**: students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
- **Defenders**: students who try to intervene to stop the bullying or comfort students who experience bullying.

6. Record evidence and report bullying.

**WHAT SHOULD A STUDENT DO IF THEY BELIEVED THEY ARE BEING BULLIED?**

<table>
<thead>
<tr>
<th>BULLYING BEHAVIOUR</th>
<th>WHAT SHOULD YOU DO IF THIS IS HAPPENING?</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
</table>
| **Level 1:** Low level (including Cyber Bullying) bullying. | ➢ Complete the Bullying Test  
➢ Use the “STOP, WALK, TALK” Policy  
➢ Tell the people who are bullying you that you don’t like it and to stop.  
➢ If you see an act of bullying tell the people to stop | ➢ Person stops bullying behaviour. |
| **Level 2:** Low level bullying that makes you feel uncomfortable or angry (including Cyber Bullying). | ➢ Complete the Bullying Test  
➢ Use the “STOP, WALK, TALK” Policy  
➢ Tell the person (s) bullying you to stop. If it continues, tell them again in the company of a friend or senior student to stop.  
➢ Record evidence of bullying – where, when, who, what.  
➢ Complete “Bullying Incident Report” form and report the incident to a teacher | ➢ Incident is officially recorded. This may impact behaviour management level.  
➢ Information is gathered by the teacher  
➢ Teacher engages in Reflective Thinking with the Bully  
➢ Teacher engages with the Target and may refer to Student Support Services Team for follow up  
➢ Parent of the bully are notified |
| **Level 3:** Ongoing bullying that has previously been reported | ➢ Record evidence of bullying  
➢ Complete “Bullying Incident Report” form  
➢ Report the bullying to the Head of Department Support 4 Students | ➢ Engage in Reflective Thinking during your lunch break  
➢ School consequences as per the Woree State High School Behaviour Policy. |
| **Level 4:** Bullying involving physical violence or verbal harassment of an extreme or extended nature. (including Cyber-Bullying) | ➢ Report incident to the Head of Department Support 4 Students /Deputy Principal Student Services immediately  
➢ Complete “Bullying Incident Report” form | ➢ School consequences as per the Woree State High School Behaviour Policy. |

**B. PARENT/CARER RESPONSIBILITIES**

1. Support the values of tolerance and respect in the home.
2. Encourage children to exercise these values in all contexts including at school.
3. Monitor your child and note changes in:
4. Loss of confidence, fearfulness or anxiety or changes in eating or sleeping habits
   - health problems, vague headaches or stomach aches
   - unhappiness, fearfulness or mood swings, sudden temper tantrums
   - reluctance to go to school, changes in academic performance
   - lack of friends
   - missing belongings or torn clothing
• sudden changes in communication patterns
5. Encourage their child to record evidence of bullying and report it.
6. Provide support and encourage their child to seek help.
7. Work with the school to resolve bullying issues.

What should I do if I think that my child is being bullied?

Children often do not tell their parents that they are being bullied because they are embarrassed or frightened. If you suspect your child is being bullied or your child brings it up, consider these steps:
1. Talk with your child. Focus on your child. Express your concern and make it clear that you want to help. Do not promise to keep it a secret, or that you will not report the problem.
2. Empathize with your child. Say bullying is wrong, that it is not their fault, and that you are glad they had the courage to tell you about it. Let them know that they are not alone.
3. Work together to find solutions. Ask your child what they think can be done to help. Be sure that your child knows that this situation will not get better on its own, and that appropriate adult intervention is needed.
4. Document ongoing bullying. Work with your child to keep a record of all bullying incidents. If it involves cyberbullying, keep a record of all messages or postings.
5. Help your child develop strategies and skills for handling bullying. Provide suggestions for ways to respond to bullying, and help your child gain confidence by rehearsing their responses. Woree State High School can help you with this.
6. Be persistent. Bullying may not be resolved overnight.

C. STAFF RESPONSIBILITIES

Teachers will respond to all reports of bullying. Different responses may be appropriate depending on the nature and degree of bullying. The “Bullying Test” will be used initially to determine if the incident is primarily bullying and then the bullying level to determine course of action.

1. Model anti-bullying attitudes and behaviour.
2. Encourage the teaching of tolerance, respect and valuing of difference and diversity through the subject and Form Class
3. Listen to and respond to reports of bullying.
4. Provide support and refer as needed.
5. Implement the school Anti-Bullying Policy
6. A teacher must follow up if:
   a. They notice a student in their class who has displayed a change in attitude and behavior which is uncharacteristic and displays some of the following:
      ▪ Seems frightened, withdrawn and unsafe, embarrassed, intimidated, depressed or feel unfairly treated in the classroom
      ▪ Seems unable to concentrate on school work and seems unusually tired
      ▪ Experiences deterioration in relationships with family and friends. The student may not sit with their usual group of friends in the class
      ▪ Avoid coming to school to escape the problem
   b. A student does not approach the teacher, when the teacher feels that bullying may be occurring. The teacher should ask the student if everything is OK. If after the initial conversation the teacher feels there is something not quite right still, refer concerns to the Head of Department Support 4 Students.
   c. A student reports an issue of bullying to them. The teacher will record the incident on OneSchool with a referral to the Head of Department Support 4 Students.

D. SCHOOL RESPONSIBILITIES

1. Promote a positive school culture where bullying is not tolerated and cannot flourish
2. Provide access to the Anti-Bullying Policy and School Responsible Behaviour Plan 4 Students to all members of the school community via student planner, school website, hard copies (available on request)
3. Clarify roles of school staff including
   a. Form Teachers
b. Year Level Student Support Services Officers

c. Subject Teachers and Heads of Department

d. Student Support Services Team

4. Program specific activities in
   a. Subject classes
   b. Across year levels and for the whole school community which promote values associated with anti-bullying

5. Provide support and guidance to targets of bullying

6. Provide intervention with individuals who bully others

**Documentation**

a) 2019-2022 Responsible Behaviour Plan for Students – Woree State High School
b) FLOWCHART – Bullying Incident Referral Procedures (Version 2)
c) Posters- Anti Bullying
d) Poster – Stop, Walk, Talk
e) Bullying Incident Report

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**“Bullying is a behaviour by an individual or group, that is repeated and hurts another, either physically or emotionally.”**

_Woree State High School 2011_

**Physical Bullying**
When a person or group uses physical actions to bully.

**Verbal Bullying**
Repeated name calling, insults, homophobic or racist remarks.

**Psychological Bullying**
Threats, stalking or manipulating someone.

**Cyber Bullying**
Using technology to bully verbally, socially or psychologically.

**Covert Bullying**
When a person or group lies about someone, spreads rumours or deliberately excludes someone.
### Bullying Incident Report

**Name of Person reporting the incident:**  
**Date:**

**STEP ONE: Bullying Test**

- Is this repeated behaviour?  
  - No  
  - Yes
- Has the behaviour caused harm or was it intended to hurt?  
  - No  
  - Yes
- Is there an imbalance of power?  
  - No  
  - Yes
- Have you applied “STOP, WALK, TALK” Policy?  
  - No  
  - Yes...when

**STEP TWO: Type of Bullying**

- Physical Bullying: This is when a person (or group of people) uses actions to bully. Examples include: hitting, poking, tripping and pushing.
- Psychological Bullying: For example, threatening, manipulating or stalking someone.
- Social (covert) Bullying: Indirect actions, e.g. lying about someone, spreading rumours, playing nasty jokes.
- Cyber-Bullying: This is a method of bullying using technology. Threats, rumours, blogs, nasty comments and even ‘liking’ the comments of others is cyber-bullying.
- Verbal Bullying: Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

**STEP THREE: Describe what has been happening and/or what the person has been doing.**

- Who has been involved?
- Where did it take place? (Tick one and relevant give details)  
  - In class  
  - Subject: _______________  
  - Teacher: _______________  
  - Out of class  
  - Location: ______________________________________________________
- When did it happen?
- What time(s)?
- For how long?
- What evidence do you have (if any)? Attach letters, photos, screen captures, text messages etc. if possible.
- Has anyone seen/witnessed the bullying?
- Who?
- What have you done about it already?

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**WSHS Office Use Only: Record of action taken regarding this incident**

**Response**  
<table>
<thead>
<tr>
<th>Reflective Thinking Process</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>One School Report</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Notified parent/carer of target</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Notified parent/carer of bully</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Offered Counselling services to Target, Bully, Witness</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Referral to:**

<table>
<thead>
<tr>
<th>Student Support Services Officer</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Support Services Team</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Principal/Deputy Principal</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other / Outside Agency</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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Z:\3_CULTURE THAT PROMOTES LEARNING\3e. Student Support Services System\STUDENT GUIDES_Policy Documents\Anti Bullying\VERSION 3_Anti Bullying\STUDENT GUIDE_ Anti Bullying Policy_V3.docx
Woree State High School- Anti-Bullying Procedures

Teachers will respond to all reports of bullying. Different responses may be appropriate depending on the nature and degree of bullying. The bullying test will be used initially to determine if the incident is primarily bullying and then the bullying level to determine course of action.

**Step 1: The Bullying Test**
The teacher asks does the incident involve:

- Repeated behaviour?
- Causes harm or intended to hurt?
- There is an imbalance of power?

If the answer is YES to each of the above, then it is **bullying**.

**Step 2: The Level Test**
What level of seriousness is the bullying incident (high/low)? Teachers will decide if the incident is a low or high level incident using the following guidelines.

<table>
<thead>
<tr>
<th>Low level</th>
<th>High level</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Target is not typically teased or harassed and/or</td>
<td>- Target is often teased or harassed and/or</td>
</tr>
<tr>
<td>- The bully is not a repeat offender and/or</td>
<td>- The bully often engages in such behaviour(s) and/or</td>
</tr>
<tr>
<td>- Bullying behaviour appears less harmful</td>
<td>- Bullying behaviour is causing significant distress or harm</td>
</tr>
</tbody>
</table>

**Step 3: The Response**
If the incident is **low level** the teacher will:

- Spell it out - what this behaviour is (bullying) and what's wrong with it.
- Signal - what will happen next time (i.e.: indicate consequences)
- Support - the bullied student by engaging in Reflective Thinking with the bully and supporting the target of bullying.
- Record – complete a OneSchool report

If the incident is **high level** the teacher will:

- Report - complete a OneSchool incident report.
- Refer - bully and/or target to the Head of Department Support 4 Students for follow up.

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### What do you do if you are bullied?

<table>
<thead>
<tr>
<th>BULLYING BEHAVIOUR</th>
<th>WHAT SHOULD YOU DO IF THIS IS HAPPENING?</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
</table>
| Level 1: Low level (including Cyber Bullying) bullying. | - Complete the Bullying Test  
- Use the “STOP, WALK, TALK” Policy  
- Tell the people who are bullying you that you don't like it and to stop.  
- If you see an act of bullying tell the people to stop. | - Person stops bullying behaviour. |
| Level 2: Low level bullying that makes you feel uncomfortable or angry (including Cyber Bullying). | - Complete the Bullying Test  
- Use the “STOP, WALK, TALK” Policy  
- Tell the person(s) bullying you to stop. If it continues, tell them again in the company of a friend or senior student to stop.  
- Record evidence of bullying – where, when, who, what.  
- Complete “Bullying Incident Report” form and report the incident to a teacher. | - Incident is officially recorded. This may impact behaviour management level.  
- Information is gathered by the teacher  
- Teacher engages in Reflective Thinking with the Bully  
- Teacher engages with the Target and may refer to Student Support Services Team for follow up  
- Parent of the bully are notified |
| Level 3: Ongoing bullying that has previously been reported | - Record evidence of bullying  
- Complete “Bullying Incident Report” form  
- Report the bullying to the Head of Department Support 4 Students | - Engage in Reflective Thinking during your lunch break  
- School consequences as per the Woree State High School' Behaviour Policy. |
| Level 4: Bullying involving physical violence or verbal harassment of an extreme or extended nature. (including Cyber-Bullying) | - Report incident to the Head of Department Support 4 Students /Deputy Principal Student Services immediately  
- Complete “Bullying Incident Report” form | - School consequences as per the Woree State High School' Behaviour Policy. |
Bullying Incident Referral Procedures

Purpose: To outline the process followed when a student reports a bullying incident.

1. **Student identifies they are being bullied**
2. **Student uses the STOP & WALK procedure of policy**
   - **Bullying stops?**
     - **Yes**
       - Go to Resolution successful?
     - **No**
       - Bullying occurs again?
         - **Yes**
           - Student uses the STOP & WALK again procedure of policy
         - **No**
           - Student reports incident
2. **Teacher asks the student if they have followed STOP, WALK, TALK policy**
   - **Yes**
     - Staff member reminds student of STOP, WALK, TALK policy and student to enact
   - **No**
     - Staff member asks the student if they have followed STOP, WALK, TALK policy
2. **Staff member gets all students involved incident discussed**
   - **Yes**
     - Resolution successful?
   - **No**
     - OneSchool incident report completed, Referral to HOD
2. **Resolution successful?**
   - **Yes**
     - HOD may:
       - Refers student(s) to SSS Team member, mediation
       - Parent contact
     - All students involved required to complete INCIDENT STATEMENT
   - **No**
     - HOD may:
       - Listens
       - Discusses options

Additional notes:
- **HOD may**
  - Parent contact
  - Involve GP or other agency

*Version 1*
Cybersafety incident management response flowchart

Use this flowchart in connection with the Cyberbullying and reputation management: Incident management guidelines for principals. Refer to the relevant page for more information on how to manage each step.

1. Online behaviour impacts the good order and management of the school. (See page 14 for types of incidences that would impact the good order and management of the school)

2. Determine the level of physical or emotional risk to student/staff safety as a priority. (See page 4)

3. Start incident response immediately. Record all actions, outcomes, people involved and conversations. (See page 4)

4. Collect evidence. Contact the CSRM team on 3034 5035 CyberSafety.ReputationManagement@det.qld.gov.au (See pages 4 and 8)

Yes

Is there a potential crime? (See page 15 for criminal offences)

No

5. Contact your local police station or local Child Protection Investigation Unit. (See page 5)

6. Remove upsetting or inappropriate content as soon as possible. (See pages 6, 10 and 17)

7. Report incident to the department. (See page 11)

8. If the behaviour is cyberbullying or otherwise unacceptable, then enact the schools REPS and Behaviour Management Program. (See page 6)

9. If allegations or incident involves suspected harm to a student by a school employee, report it to Director, Ethical Standards according to the policy Allegations Against Employees in the Area of Student Protection procedure. (See page 6)

Please note: If the incident raises a concern of risk to students, submit a Student Protection Notification in OneSchool, following the department’s Student Protection procedure and contact your region’s Principal Advisor, Student Protection.

If required, complete a School Incident Alert notification.

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