Morayfield East State School rejects all forms of bullying. No student, employee, parent, care-giver or community member should experience bullying within our learning or working environment.

Bullying

Bullying is repeated verbal, physical and social or psychological behaviour that is harmful and involves the misuse of power by an individual or group toward one or more persons. Cyber bullying refers to bullying through information and communication technologies.
Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race or disability. Bullying of any form or for any reason can have long term effects on those involved including bystanders.
Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:

- **VERBAL:** eg. name calling, teasing, abuse, putdowns, sarcasm, insults, threats

- **PHYSICAL**: eg. hitting, punching, kicking, scratching, tripping, spitting

- **SOCIAL /EMOTIONAL**: eg. excluding, ostracising, alienating, making inappropriate gestures, hiding or damaging possessions, spreading rumours

- **CYBER:** eg. using technology such as email, mobile phones, chat rooms, social networking sites to bully verbally or socially and or emotionally

*Morayfield East State Schools Anti-Bullying Plan sets out the processes for **preventing and responding to student bullying.** The procedures at our school are an addition to our already research-validated school wide positive behaviour support processes.*

Who is Responsible?

Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, care-givers and members of the wider school community.

School Staff responsibilities**:**
- Respect and support students
- Model and promote appropriate behaviour
- Promote a positive school culture where bullying is not tolerated and cannot flourish
- Know how to respond to reports of bullying in a timely manner according to the schools anti-bullying plan

In addition, teachers have a responsibility to:
Provide curriculum and pedagogy that supports students to develop an understanding of bullying and it's impact on individuals and the broader community.

Students responsibilities:
- Behave appropriately, respecting individual differences and diversity
- Report incidents of bullying according to our Schools Anti-Bullying Plan
- Behave as responsible bystanders
- Behave as responsible digital citizens.

Parents & Care-Givers responsibilities:
- Support their children to become responsible citizens and to develop responsible on-line behaviour
- Be aware of the School Anti-bullying Plan and assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the School Anti-bullying Plan
- Report incident of school related bullying behaviour to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur

All members of the school community have a responsibility to:
- Model and promote positive relationships that respect and accept individual differences and diversity within the school community
- Support the school's Anti-bullying Plan through words and actions
- Work collaboratively with the school to resolve incidents of bullying when they occur

Morayfield East State School Anti-Bullying Plan
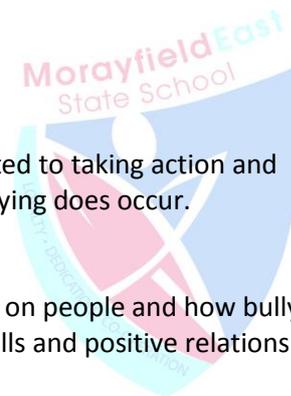
Rationale
Morayfield East, as a PBL school, is committed to consistent school wide policy and practices related to taking action and working collaboratively to protect students from bullying and to respond appropriately when bullying does occur.

School Community Beliefs about Bullying
It is important that students, staff and parents/carers understand what bullying is, how it impacts on people and how bullying is responded to at Morayfield East State School. We aim to foster and promote effective social skills and positive relationships within the whole school community.

Education & Prevention Programs
At Morayfield East State School we have developed the following education and prevention programs to be proactive in our approach and management of bullying at our school:

- PBL universals – consistent school wide behaviour expectations and responses to support and encourage appropriate behaviours.
- PBL Tier 2 Targeted Interventions and Supports
- Active supervision in all areas of the school. Duty staff members are easily identifiable.
- Explicit Anti-Bullying, school wide lessons. These lessons target the roles and responsibilities of;
  - The student who is being bullied
  - The student who has engaged in bullying behaviour
  - The bystanders

Reporting Bullying

Student Reporting	- Students are encouraged to report cases of bullying to their classroom teacher and will be required to write an incident summary. - Teacher records (or uploads) students account of reported incident on One School as a 'record of contact' with the student in order to establish long term patterns.
Staff Reporting	- Staff determines whether report is bullying, poor social skills or school rule breaking. - Staff chose best response to bullying (see below) - Staff record incident details on One School. Referral is forwarded to sector deputy if intervention / support is required.
Parent / Care-Giver Reporting	- Parents/ Care-givers should discuss concerns with their child's teacher first. Parents are to make an appropriate time to meet with the class teacher either formally or via phone call. If they do not feel it is appropriate to talk to the class teacher regarding the issue of concern then they may phone to make an appointment to discuss their concerns with the sector deputy or school principal. - An incident report form is made available for the parents to fill out and return to the office for a sector deputy to address. Deputy to record on One School and notify class teacher.

Responses to Bullying
The nature of the bullying will determine which method is most appropriate, as will school policy and the availability of school resources. Individual needs such as language, stage of development and disability will be taken into account when selecting a response. Any one or combination of the following responses will be actioned in response to the bullying incident. The following responses will be gradually introduced over a period of time as part of the implementation plan.

Response	Description
PBL Approach	All staff are trained to implement consistent school wide responses for dealing with bullying incidents. Responses to bullying draw upon the specific taught roles and responsibilities of - The student who is being bullied - The student who has engaged in bullying behaviour - The bystanders
The Traditional Disciplinary Approach	Disciplinary measures must be applied fairly, proportionately and consistently and taking account of any reasonable adjustments students may require and the needs of vulnerable children. Disciplinary measures have three main purposes: - to impress on perpetrators that what they have done is unacceptable - to deter them from repeating that behaviour - to signal to other students the behaviour is unacceptable and deter them from doing it. Disciplinary measures for bullying are intended to hold students who bully to account for their behaviour, and ensure they accept the harm they have caused and to learn from it. Disciplinary measures may also provide (as appropriate) an opportunity for the student to put right the harm they have caused. The consequences of bullying should reflect the seriousness of the incident.
Strengthening the Target	This approach to dealing with cases of bullying aims to assist students who have been the target of bullying to cope more effectively in interactions with the bully or bullies. Students who are being targeted are advised or trained to become less vulnerable, for example, by learning to act more assertively.
Mediation	According to this approach, students in conflict are invited to work with an adult or peer-mediator, to find a mutually acceptable way of resolving their problem. It requires a readiness by the parties involved in the bullying to agree to meet and seek a solution.
Restorative Practice	There is a range of restorative approaches, from informal meetings with students where they can talk through their issues in a structured way to, at the most formal end, a restorative conference with an independent facilitator. Restorative approaches can be effective when the requisite time and resources are invested, but it is important they are used in conjunction with, not in place of, disciplinary measures.
Cyber Bullying – Record & Warning Notification	If a student believes they have been cyber-bullied, they can approach the appointed school representative (usually a Deputy Principal) and show them the messages they have received. If the school representative deems these messages to meet the criteria for use, the student is offered the opportunity to complete a Bully Report Form. • The student then writes the information on the form including; • Who has been sending them messages, • What school that person attends, • The time and date of the offensive message or the most offensive message received (if there are more than one), • Their name, and • Their signature The harassed student's involvement in this matter, at this stage, is now finalised • The school representative meets with the cyber-bully to caution them on their behavior. • The school representative makes a record of contact on OneSchool noting that the student was cautioned and warned of their behavior and that messages / contact was to cease. • The Bullying Report Form is uploaded as an attachment to the record of contact made with cyber bully (for use if a breach occurs). **What happens if the cyber-bullying continues?** If after an official warning, the cyber-bully continues sending offensive/menacing/harassing messages, the harassed student may choose to make a formal complaint to Police under the offense of "Use of a carriage service to menace, harass or cause offence". http://behaviour.education.qld.gov.au/SiteCollectionDocuments/cybersafety/cyberbullying-reputation-management-guidelines.pdf

Monitoring Progress
 The nature of bullying, particularly among adolescents, means that unless the students involved in the bullying incident and the interventions applied are monitored over time they may only have a short term impact.
Following some cases, the school will seek formal feedback from parents/carers and the student to check whether the intervention has prevented any further bullying from occurring. This will be done through a standard review letter to gather judgements of parents / carers satisfaction with how the bullying incident was dealt with. SET data feedback will also be used to aide in decision making around appropriate management of bullying incidents recorded.
The information collected through these processes will be used to inform the review of the anti-bullying policy, assist to reinforce the change in behaviour for the child who has bullied and provides assurance to the school community that this issue is being taken seriously.

Morayfield East State School will promote and publicise this Anti-Bullying Plan by making it available to parents. The effectiveness of the Anti-bullying Plan will continue to be monitored and evaluated to determine the effectiveness in developing a safe and secure environment for students and staff at Morayfield East State School.