



ANTI-BULLYING CODE OF CONDUCT

POL-111-003

1. POLICY

Everyone at The Alpine School has the right to be free of bullying. The school is committed to the creation and maintenance of an optimal learning and teaching environment. It is a priority and an expectation of the school for all students, staff and visitors to the school to be granted a safe, secure, caring and supportive environment free of bullying, harassment or violent behaviour. However, should situations of bullying, harassment or violence occur, the school has in place procedures to follow in response to aggressive situations. These must be undertaken in a timely manner, ensuring procedural fairness for all parties involved.

The school staff will seek to identify bullying, violent or harassing behaviours and will work with students, staff, parents or other individuals involved to offer all parties a safe and restorative response.

POL-104-001 Student Discipline provides details of the appropriate level of response to bullying behaviour including suspension and expulsion, and methods to record and identify repeated behaviours. Students and their parents and caregivers are to be encouraged to report bullying, harassment and violence in order that appropriate support can be provided.

2. DEFINITIONS

2.1. Bullying

A pattern of behaviour by one person or a group of people towards another that is intended to hurt, injure, embarrass, upset or discomfort that person. Bullying can take many forms and can be verbal, physical, social, cyber or psychological in nature. Acts of bullying involve an imbalance of power.

Bullying can arise from the misuse of electronic technology in any form, such as mobile phone messaging or camera, or communication systems such as Facebook or Twitter. This area is referred to as cyber bullying. There are many other examples of this type of behaviour.

Any behaviour perceived by any student to be threatening, worrying, of concern or unpleasant may be classed as bullying and needs to be addressed in a timely manner.

2.2. Harassment

Negative behaviour intended to annoy or trouble another individual, which may be based on obvious differences such as gender, race, religious or cultural beliefs, physical differences, sexual orientation, ability or disability and socio-economic status. It may be a one-off incident between individuals or groups or may continue over time.

2.3. Violence

Incidents where a person is intimidated, abused, threatened, physically assaulted or where property is deliberately damaged by another person. It is an extreme use of force often resulting in injury or destruction. Violence does not necessarily involve an imbalance of power.

2.4. Conflict

A disagreement where the needs of one or both parties are not being met. It does not necessarily involve an abuse of power, even if parties do not have perceived equal power.

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If handled well, conflict is seen as an opportunity for personal growth. Managing and navigating conflict is an important skill for students to explore. Conflict is actual or perceived opposition of needs, values and interests. It is a disagreement through which the parties involved perceive a threat to their needs, interests or concerns.

2.5. Restorative practice

Situations involving bullying, harassment, violence or conflict require the parties involved to seek resolution to restore a healthy communication process.

The school will assist in this process by seeking to restore a situation with fairness and with an understanding of the roles and triggers of each party involved.

3. PROCEDURE

3.1. Guidelines for Teachers

Teachers should focus on promoting and encouraging positive behaviours by way of modelling them. This will create an environment where students are sensitive to the needs of others and confident in their non-acceptance of bullying behaviour. Students may be involved in age-appropriate programs and activities which include developing an awareness of what bullying behaviour is and the consequences of this behaviour.

3.2. Guidelines for Students

Should a student find themselves a target of bullying, they should use one or more of the following strategies:

- Use words such as 'Stop' or 'I don't like that';
- Tell the bullying student/s that their behaviour is not fair;
- Refrain from retaliating the same behaviour; and
- Report the incident to the nearest teacher.

3.3. Guidelines for Parents and Guardians

Parents and guardians have a role to play as they can work together with the school to encourage an environment free from bullying by setting a firm example of not accepting bullying toward or by their own child/ren. Parents and guardians should:

- report any incidents of bullying to the Class Teacher as soon as possible after the incident;
- Encourage and support their child to adhere to appropriate standards of behaviour; and
- Reinforce in their own child that bullying is not acceptable

3.4. Bullying Behaviour – Response Actions

When a student is found to be involved in a case of bullying behaviour, the following steps should be taken by the Teacher or Principal to address the situation:

- a. remind the student/s involved of the expected behaviour;
- b. remove or re-direct the student into another activity or play scenario;

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- c. speak to the student as soon as possible after the incident. The student will be asked to stop the behaviour and reminded of or given examples of what is expected of them behaviourally;
- d. monitor the behaviour of the bullying student/s and the safety of the targeted student/s;
- e. offer restorative questioning – engage the bullying student in a series of self-reflective questions targeted on empathy and increasing their empathy for others. For example, have them take responsibility for making the situation better. This can be done at the time of the incident;
- f. removal from the situation – followed up by reflective questioning which can highlight new behaviour choices. This can be done through behaviour monitoring and contracts with the student/s;
- g. meeting with the student and parent or guardian to discuss what is expected of them (the student) and or ways of creating change in their behaviour;
- h. hold a class meeting to discuss the situation with a ‘no blame’ approach;
- i. impose suitable consequences if behaviour is being repeated;
- j. inform parents of incident/s and provide support to influence change in the behaviour of their child/ren; and
- k. record incidences on student files. Where incidences are frequent or repeated, a Behaviour Report should be completed and signed by the Class Teacher and submitted to the Principal.

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