

ACADEMY PROCEDURES FOR MANAGING BULLYING INCIDENTS



It will be important for all members of staff to 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.

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. However, when the instance of bullying is severe or when the student continues to engage in bullying behaviour, a teacher needs to know who he/she can speak with about a student who has bullied and who can take follow-up action.

LEVEL 2 At our Academy, the next level of response that teachers can rely on is Mr Lyall Behaviour & Inclusion Manager. This person should provide a number of functions including providing the teacher with additional advice and methods for responding to subsequent incidents of bullying. Additionally, this person can meet with the student who has bullied (as well as target, bystanders) and parents/carers 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 designated person. Normally, the referral would be accompanied by a form that details the history of the problem (see form 'Formal Referral of Student Who has Bullied')

At this level, Mr Lyall Behaviour & Inclusion Manager would gather information to formulate a plan of intervention that would be communicated to the student, teacher(s) and parent/carer. For referred students who are functioning at a high level of well-being, achievement and who come from generally supportive academy, 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 and restorative conferences. 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 the academy, 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, a referral may need to be made to an outside agency who can offer a greater range of support.

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

LEVEL 1 If the bullying incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:
Teacher use one or more anti-bullying practices (e.g: stopping the bullying/ re-statement of rules and consequences, restorative questioning, think time, conference, shared control discussion). If the student does not take control over his/her behaviour, a Bullying incident Report Form should be completed and submitted to Mr Lyall Behaviour & Inclusion Manager.



LEVEL 2 If the bullying behaviour continues or in instances of severe bullying behaviour, a referral should be made to Mr Lyall Behaviour & Inclusion Manager.
At our Academy Mr Lyall Behaviour & Inclusion Manager may meet with the student to develop a behaviour contract, provide discussion/mentoring of different social and emotional learning competencies including structured learning activities, conduct a restorative conference separately with the perpetrator and 'target'.



LEVEL 3 For 'at risk' students (many risk factors, few protective factors) 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 by Mr Lyall Behaviour & Inclusion Manager in consultation with the student, parent/carer and teacher(s).
Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, Academy and home as well as develop the student's inner social and emotional strengths (skills, values)



LEVEL 4 Students whose severe bullying behaviour resist the Academy efforts and represent a significant threat to the safety and wellbeing are referred to an outside agency for evaluation.
Mrs Brown and Mr Lyall are familiar with the community agencies and organisations that can offer more intensive support to the student and would make the relevant referral.