



Positive Peer Relations  
Anti-Bullying/Harassment  
Current Policy and Procedures Manual

*Information for Students, Staff and Parents*

Stopbullying@Yavneh!

Last review October 2017  
Next review October 2018

# Declaration against Bullying



## OUR PURPOSE

*The full realisation of the potential of each student in our care*

## OUR VALUES

Leibler Yavneh College students and staff are guided by the following interlinked set of values:

- Showing **respect** for each other and our environment
- Acting with **honesty** and **integrity** in all we do
- Taking **responsibility** for our own actions
- Demonstrating **compassion** for the needs of others
- **Achieving** to the best of our individual potential
- Encouraging **spiritual** growth
- Displaying **citizenship** as a valued member of the community

The College has a holistic framework for addressing the individual learning needs of all students, including those with special needs and other unique areas of cultural diversity.

The College is cognizant of ensuring the program and ethos of our school complements the varying cultural domains of our parent and student population in the context of meeting the minimal standards of child safety and child protection.

Please read this policy in conjunction with the College Child Protection and Mandatory Reporting Policies.

### **Introduction:**

This policy explains the protocols and procedures in place at Leibler Yavneh College to help reduce/eliminate bullying behaviour at the College.

### **Rationale:**

As a modern Orthodox Jewish Day School Leibler Yavneh College has a moral responsibility to students, staff and parents to maintain a safe physical, social, emotional and educational environment. The College recognizes and promotes the innate worth of all people and aims to promote the self-esteem and confidence of every member of the College community

The College expects the members of its community to live and work by a moral code developing attitudes, behaviours and conduct based on mutual respect and concern for others.

Meanwhile, the College also recognizes and acknowledges its statutory obligations in these matters.

The College trusts that through ongoing programs of education and awareness, it can help ensure that our harmonious and respectful community can flourish. Where that is found not to be the case, the College has in place both policies and procedures, which promote and advocate mutual restoration and justice. In the case of blatant and successive disregard for these moral and legal requirements, the College may choose to invoke the sanction of exclusion and/or police involvement.

### **Bullying/Harassment Free School Policy:**

Leibler Yavneh College's approach to harassment, including bullying, sexual harassment and other forms of intimidation is discussed below:

- Leibler Yavneh College abhors all forms of harassment and resolves that it will not be tolerated
- The College aims to provide a safe and supportive environment for all students, teachers, ancillary staff and parents.
- All members of the school community are entitled to feel safe at all times.
- The school community should act as an example to others in terms of its tolerance and harmony
- The students at Leibler Yavneh College should leave the College empowered to address any harassment they may face in other settings

## **What is bullying/harassment?**

Bullying/harassment is repeated verbal, physical, social, cyber or psychological behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear

### *1. Physical bullying*

This is unwelcome physical contact used intentionally to hurt or intimidate someone. This includes pushing, shoving, fighting, property theft or damage, invasion of personal space, punching or pinching.

### *2. Verbal or written bullying*

This is the use of comments to hurt or intimidate someone. It includes some jokes, threats, teasing, insults and put downs. It also includes harassing someone over the telephone or internet.

### *3. Cyber bullying*

Involves the intentional use of technology to create fear, hurt or distress to another person

Cyberbullying incorporates the use of digital technologies including mobile phones, email and social media tools.

#### *3a. Cyberbullying includes:*

- Pranking – repeated hang ups, anonymous and mocking or threatening phone calls
- Image sharing – forwarding or sharing unflattering or private images without permission
- Sexually explicit images – people of any age, who forward or share images of a sexual nature of a person under 18 need to be aware that this is a criminal offence (child pornography) that may result in prosecution
- Text and email – Sending insulting or threatening text messages or emails
- Personal online information – publishing online someone's private, personal or embarrassing information without permission, or spreading rumours online.
- Identity theft – Assuming someone's identity online and negatively representing them in a way that damages their reputation or relationships
- Hate sites – Creating hate sites or implementing social exclusion campaigns on social networking sites

#### *3b. Other types of cyberbullying:*

It is also cyberbullying when a student or students use technology to run a multistep campaign to bully another student. For example, setting another student up to be assaulted, video-recording their humiliation, posting the video-recording and then sending the website address to others.

## FACTS ABOUT CYBER BULLYING

### Cyberbullying vs bullying

While cyberbullying is similar to bullying in some ways, there are also differences

#### Differences

- Cyberbullying is invasive
- Cyberbullying can be difficult to escape and is incredibly invasive. It is more likely to occur outside of school, including while at home, and can happen at any time.
- Cyberbullying can involve a large audience
- Cyberbullying can involve harmful material being widely and rapidly shared to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once. This material can also continue to be available and harmful long after the cyberbullying has ceased.
- Cyberbullies have a sense of anonymity
- Cyberbullying can provide the bully with a sense of relative anonymity and distance from the target, so there is a lack of immediate feedback or consequences

#### Similarities

- Power imbalance
- The power imbalance between the 'bully' and 'target', the repetitive nature of the bullying behaviour and the intent to harm, humiliate, embarrass, ostracise, or isolate can occur in bullying and cyberbullying
- Types of behaviour including spreading rumours and making threats or insults, can occur in bullying and cyberbullying

#### 4. *Sexual harassment*

Unwelcome or provocative remarks or conduct of a sexual nature which could reasonably be expected to cause offence, humiliation or intimidation.

#### 5. *Social bullying*

This form of bullying is often hard to recognise and is often carried out behind someone's back. It is designed to/can harm someone's social reputation and/or cause humiliation.

Examples include:

- Lying or spreading rumours
- Playing nasty jokes to embarrass or humiliate
- Mimicking
- Encouraging others to socially exclude someone

#### 6. *Gesture Bullying*

Gesture bullying occurs in situations in which a bully uses non-verbal signals to silence or intimidate victims. This includes the looks that some bullies give to other students

## 7. Extortion

If students are intimidated into handing over possessions, food and/or money to another person or feel intimidated into cheating, stealing, lying or doing school work for others, they have been subjected to extortion which is a form of bullying.

## 8. Discrimination

Treating people differently because of their identity. This form of bullying includes racial discrimination.

*Homophobia and other hostile behaviours towards students relating to gender issues and sexuality.*

## 9. Exclusion

This is where people are intentionally and knowingly left out of activities. This may be a game, a conversation, a party or other group events. It also includes being 'frozen out' and rumour mongering.

### **What bullying is not**

There are many behaviours that can be either misconstrued as bullying or loosely termed bullying including:

- Mutual conflict – which involves a disagreement but not an imbalance of power. Unresolved conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single-episode acts of nastiness or physical aggression or aggression directed toward many different people is not bullying
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others

## **Responsibilities of staff, students and parents at Leibler Yavneh College**

### *Responsibilities of staff*

- Be role models in word and action at all times
- Ensure that our classroom management practice supports respect for others
- Be observant to signs of distress or suspected incidents of bullying
- Deal with all reported and observed incidences of bullying as set out in this policy
- Ensure children are supervised at all times
- During yard duty make efforts to remove occasions for bullying by actively patrolling
- Arrive to class on time and move appropriately between lessons including specialist lessons
- Report incidences of bullying to the Deputy Principal relevant Convenor (Secondary) or Heads of School (Primary)

### *Responsibilities of students*

- To 'tell' (e.g. a parent, staff member) if they are being bullied or if they see someone else being bullied – both at school, on the way to/from school or at other times (help break down the code of secrecy or the idea of dobbing)
- To help someone who is being bullied
- To not bully others
- To help support and promote a respectful, caring and harmonious College environment

### *Responsibilities of parents*

- To watch for signs that their child may be being bullied e.g. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising
- To speak to a staff member (Class teacher, Heads of School (Primary), Convenor or Deputy Principal) if their child is being bullied, or they suspect that this is happening
- To encourage their child to 'tell' if they are bullied
- Parents are asked to focus on supporting our students to interact appropriately with each other
- Parents are requested not to ask their children to retaliate as this response is likely to worsen the situation. Parents are asked not to take matters into their own hands by speaking with other students or parents about a conflict that may have occurred. This can often exacerbate or complicate a situation unnecessarily
- Parents are encouraged to alert the relevant classroom teacher, Heads of School (Primary), Convenor or Deputy Principal) for any suspected incidents of bullying or harassment

## **Reporting Bullying /Harassment**

All known incidents of bullying should be reported by either the victim themselves, a friend, an observer or a parent.

Students may choose to:

- Talk the incident over with an older student, fellow student or trusted friend
- Tell a class teacher, Convenor or senior staff member
- Send an email (parents and/or students) to explain and report the incident to:
  - [Stopbullying@yavneh.vic.edu.au](mailto:Stopbullying@yavneh.vic.edu.au) OR press the red Bullying and Cyber Safety shortcut on every College desktop computer or Surface Pro
  - All emails will be treated with confidentiality
- Submit a report in the bully notification boxes (located in the Primary and Secondary offices, Reception and HaMakom).

If students and/or parents feel a situation is not being resolved to their satisfaction they may choose to go directly to the Heads of School (Primary), Deputy Principal or the College Principal (see the flowchart for resolving complaints and grievances for further guidance)

## What the College does to prevent bullying/harassment

### *Preventing bullying*

- Annual awareness raising activities (e.g. discussion and distribution of policy/procedures at the commencement of each school year)
- Integration of anti-bullying concept into areas of curriculum, awareness activities in home room
- Displaying 'anti-bullying' posters within areas of the College
- Competitions incorporating anti-bullying themes
- Maintaining current policy and procedures manual and ensuring that the school community endeavours to comply with these
- Provide a quiet place for introverted or sensitive students to spend lunch (computer room, library, Informal Jewish Studies Centre)
- Include social/emotional skill development activities in the curriculum
- Teaching of core values of respect and inclusion through our Jewish Studies curriculum
- Activities and values incorporated through our Year 12 Social Action/Wellbeing captains
- Integrated Community Service/Social Action programme in the Secondary School
- "Life skills' programme at relevant year levels
- An email address - [stopbullying@yavneh.vic.edu.au](mailto:stopbullying@yavneh.vic.edu.au) is dedicated to encourage students to report bullying incidents. Additionally students may use the red Bullying and Cyber Safety shortcut located on every College computer.
- Bully notification boxes are also located in key areas of the school for students to report incidences of bullying.

### *Responding to Bullying*

- All reports of bullying/harassment are thoroughly investigated and responded to. Appropriate action for perpetrators, victims and bystanders will always be taken
- File copies of all reported and/or observed bullying incidents are maintained and reviewed regularly by the relevant senior staff. All confirmed bullying incidents are recorded in the Bully Register housed in the Primary and Secondary Offices.
- Students identified as recurrent bullies or victims are brought to the attention of the relevant Head of School (Primary), Convenor or Deputy Principal to ensure the appropriate form of action or intervention can occur
- Parents of victims and bullies are notified as soon as practical following an investigated incident
- Parents of persistent bullies will be called in to a meeting with the relevant Head of School (Primary), Convenor and the Deputy Principal In more severe cases the Principal may also become involved
- Processes of restorative justice and consequential learning are paramount to the College's approach to managing all incidents of harassment and bullying.

## **Consequence for perpetrators**

The College reserves the right to address repeated incidents of bullying in a thorough and firm manner. As necessary the College Principal will become involved.

The following measures are among the various strategies in use at the College.

- Referral to counselling – before a student becomes a habitual “bully” he or she will have the opportunity to examine and rectify his/her behaviour
- Detention – to provide the student with time to reflect or think about their behaviour
- Suspension – used to send a strong message to bullies that their behaviour will not be tolerated within the school community
- Parent meeting – to ensure parents are aware of their child’s behaviour and to encourage collaboration in helping to address the concerns
- Restorative justice – ensuring the bully performs appropriate actions to help rectify their behaviour and restore the hurt inflicted on the other student (s)
- Expulsion – after a student has undergone some or all of the previous steps and is still unable to change his or her behaviour, the College Principal may terminate the student’s enrolment

## **Review/Evaluation**

Reported bullying incidents are received on an ongoing basis including:

- Monitoring of reduction in reported or observed incidents of bullying
- Individual incidents of bullying behaviour are regularly reviewed by the relevant senior staff members
- Senior staff will liaise with the relevant students and parents who have reported incidences of bullying/harassment to ascertain if the concern has been resolved
- Victims are encouraged to report all incidents of future altercations, reprisals or inappropriate behaviours
- The Positive Peer Relations – Anti Bullying/Harassment Policy is reviewed every three years or earlier if warranted

## **Appendix**

1. I’m being bullied
2. Warning signs of bullying
3. The impact of bullying
4. Bullying roles
5. Strategies for parents if their child is being bullied
6. Strategies for parents if their child is using bullying behaviour
7. Cyberbullying
8. Restorative Practices
9. Child Protection reporting flowchart

# I'm Being Bullied

Being bullied can feel awful. There are some important things you should do if you are being bullied.

## Talk to someone

You're not on your own. There is always someone who can help. Bullying will probably keep happening unless you tell someone about it.

- Tell a teacher or someone at your school. It doesn't matter where it happens - in school, out of school or online, Teachers want to stop bullying when they know about it.
- Tell your Mum or Dad, one of your family, a grandparent, friend or someone else who you know will listen to you. Ask them to help you work out what to do

If things don't get better after you've told someone, tell them again or tell a different person

## Keep a record

If bullying is happening on your phone or the internet, keep messages and posts that hurt you or write down what happened and show an adult

## What else can I do?

It might take a while for new things to start working so don't give up if things don't get better right away. There are some important things you should do if you are being bullied

- stay positive and be confident
- think about positive things
  - what you like doing at school and away from school
  - what you are good at
  - the people who like you and care about you
  - friends away from school (eg. sport or drama).

## Try some things yourself

- Tell the other person 'I don't like that'
- Use a strong and confident voice. Even if you don't feel strong and confident, fake it!
- Talk with the person who is bullying you (if you think it's a safe thing to do). Ask them if there is a problem that you might be able to sort out together. If you feel too scared to do it alone, ask a friend to come with you.
- If possible, ignore the 'person' who is bullying you. When a person is ignored they often lose interest in continuing the bullying. If that doesn't work, tell someone and ask for their help.
- Don't try to get back at the person who bullies you. It usually doesn't work, and you can end up in trouble too.
- Hang around people who help you feel good about yourself. Friends don't bully you. They care about you and are fun to be around. You might also make new friends by caring about others.

## If Bullying happens on the phone or internet

- Don't respond to the message
- Tell your mum or dad, one of your family, a grandparent, teacher, friend or someone else who can help you work out what to do.
- Ask for help to put a block on your mobile device or social networking page so you don't get the bullying posts or texts

## Warning Signs of Bullying

Changes in mood, behaviour and physical appearance can all be warning signs of being bullied, however, some students may not display any warning signs at all.

### Warning signs at school

If a student is being bullied at school they may

- become aggressive and unreasonable
- start to get into fights
- refuse to talk about what is wrong
- have unexplained bruises, cuts, scratches, particularly those appearing after recess or lunch
- have missing or damaged belongings or clothes
- have falling school grades
- be alone often or excluded from friendship groups at school
- show a change in their ability or willingness to speak up in class
- appear insecure or frightened
- be a frequent target for teasing, mimicking or ridicule

### Warning signs at home

A parent may observe changes in their child's behaviour at home which they can report to the school. Their child may:

- have trouble getting out of bed
- not want to go to school
- change their method or route to school or become frightened of walking to school
- change their sleeping or eating patterns
- have frequent tears, anger, mood swings and anxiety
- have unexplained bruises, cuts and scratches
- have stomach aches or unexplained pain
- have missing or damaged belongings or clothes
- ask for extra pocket money or food
- arrive home hungry
- show an unwillingness to discuss, or secrecy about, their online communication.

### It might not be bullying

Some changes in behaviour may also be a result of other student issues such as depression or substance abuse, which may require a different response.

Whether it involves bullying or other student issues, schools can help out for example by involving student wellbeing staff.

### More information

If you are a student who is being bullied, see: [I'm Being Bullied](#)

If you are a parent whose child is being bullied, see: [My Child is Being Bullied](#)

## The Impact of Bullying

Bullying has a negative impact on everyone involved; the target, the bully and the bystanders.

### Impact on students who are bullied

Students who are bullied are more likely to:

- feel disconnected from school and not like school
- have lower academic outcomes, including lower attendance and completion rates
- lack quality friendships at school
- display high levels of emotion that indicate vulnerability and low levels of resilience
- be less well accepted by peers, avoid conflict and be socially withdrawn
- have low self-esteem
- have depression, anxiety, feelings of loneliness and isolation
- have nightmares
- feel wary or suspicious of others
- have an increased risk of depression and substance abuse
- in extreme cases, have a higher risk of suicide, however, the reasons why a person may be at risk of suicide are extremely complicated.

### Contributing factors to being bullied may include:

depression

- family problems
- history of trauma
- belonging to a minority group, where isolation or lack of community support is an issue.

### Impact on bullies

Students who frequently bully others are more likely to:

- feel disconnected from school and dislike school
- get into fights, vandalise property and leave school early.

In addition, recent Victorian research has shown that bullying perpetration in Year 10 is associated with an increased likelihood of theft, violent behaviour and binge drinking.

### Impact on bystanders

Students who witness bullying may:

- be reluctant to attend school
- feel fearful or powerless to act and guilty for not acting
- have increased mental health problems, including depression and anxiety
- have increased use of tobacco, alcohol, or other drugs.

### Impact on schools

When bullying continues and a school does not take action, the entire school climate and culture can be negatively affected.

This impacts on student learning and engagement, staff retention and satisfaction and parental confidence in the school, which can lead to:

- the school developing an environment of fear and disrespect
- students experiencing difficulty learning
- students feeling insecure
- students disliking school
- students perceiving that teachers and staff have little control and don't care about them.

## Bullying Roles

It is important to recognise bullying behaviours and make it clear they are unacceptable, but it is also important to try not to label students as 'a bully'.

### Bullying is not acceptable

Most students don't want bullying to occur but often don't know what to do about it. It's important that all forms of bullying are taken seriously and that schools, parents and students work together to ensure that everyone understands that bullying is not acceptable - ever.

### Bullying roles

People in a bullying scenario may take on one of the following roles:

- a person who engages in bullying behaviour
- a target who is subjected to the bullying behaviour
- an assistant who assists the bullying behaviour and actively joins in
- a supporter who encourages and gives silent approval to the bullying, by smiling, laughing or making comments
- a silent bystander who sees or knows about someone being bullied but is passive and does nothing, this may be an adult bystander
- a defender who supports the student who is being bullied by intervening, getting teacher support or comforting them.

All adults, including teachers, school staff and parents, should model positive bystander behaviour and intervene if they observe bullying behaviour occurring between students. Standing by and doing nothing, or leaving students to 'sort it out' themselves, sends the message to the whole school community that the bullying behaviour is being condoned.

Young people are still learning and practicing social skills. Everyone has the capacity to change their behaviour but being given a label can stick and make these changes much harder.

## Strategies for Parents if their Child is being bullied

Take the bullying incident seriously and know that your child's school will too.

### Stay calm and positive

It can be upsetting when your child is being bullied. Focus on identifying a solution with your child. A confident, positive and resilient appearance can stop bullying from continuing. It might be helpful to draw on your own networks to get support for yourself while you are helping your child.

### Talk with the school

You do not need to ask your child's permission to talk to the school. Understandably, children who are being bullied are often fearful and worry that any action will worsen the problem. The solution is to make a parental decision to talk to the school. A consistent and co-operative approach by both the home and school is important. You can always let your child know later what actions you have taken. Let the school take responsibility for helping students who are bullying to change their ways.

### Keep your child safe

You should contact the school immediately if your child's safety is at risk.

### Talk with your child

Encourage your child to talk about what happened. If they want to try to deal with the bullying themselves, discuss these strategies and set a short period of time to see if they can resolve the situation. Tell your child that reporting the bullying is okay. Assure your child that it is not their fault.

Encourage your child to:

- try to act unimpressed or unaffected
- use other strategies to diffuse the situation (e.g. agreeing in an offhand way with the bullying when they say offensive or negative things - this is known as fogging)
- say 'No!' firmly
- talk to the teacher or another staff member, e.g. school guidance officer
- act confidently even when they don't feel it.
- Practise some strategies at home with your child to help them to:
  - stand and walk in a way that appears more confident
  - give a quick reply to surprise or disarm the other child
  - use a routine response (e.g. okay, whatever) that implies that the child is not bothered.

Talk about what we know doesn't work with bullying:

- fighting back
- bullying the bully
- playing with a different group of friends
- remaining silent about the problem.

Talk to your child about the tips and advice offered on the student section of this website.

Give them the Kids Helpline telephone number 1800 55 1800 to use if they ask to talk to someone other than the school, or you don't feel able to support them.

### Say no to fighting

Do not advise your child to fight with the other child. Fighting (as distinct from defending themselves from a physical attack) with the other child can escalate the situation and your child may be reprimanded for their part in a fight.

## Seek help for your child

Seek help for your child to recover from and understand the bullying incidents and give them the chance to improve their social skills. A child who has been bullied can be at greater risk than others of being bullied again (even when the bullying has been dealt with). Knowing how to deal with bullying and difficult people not just at school but throughout life in social situations and at work is a basic life survival skill.

## More information

For more information, see:

- [Advice Sheets](#)
- [Helpful Resources](#)

## Strategies for Parents if their child is using bullying behaviour

Children who use bullying behaviours need support to learn better ways of relating to others.

### What can I do?

Stay calm and learn more about your child's behaviour so that any bullying behaviours can be addressed. It can be upsetting to be told that your child has bullied others. Bullying is complex and changing. Children can do the bullying in one situation and be targeted by bullying in another.

### Talk with your child

Discuss with your child why they might be behaving this way. Try to understand why they may be behaving in this way. Think about any issues or problems your child might be experiencing.

### Explain why bullying is unacceptable

Help them understand what it is like for the person being bullied.  
Ask them how they would feel if they were being bullied.

### Make clear rules and consequences for their behaviour

Acknowledge appropriate behaviour and be consistent when dealing with inappropriate behaviour.

### Consider other resources

Consider enrolling your child in a group program that helps children to manage their behaviour, learn appropriate social skills and relate in more positive ways with other people.  
Seek professional help and support if you feel that your child's bullying behaviour is part of a bigger behavioural or health problem.

### Consider what's going on at home

Does your child see good examples of how to deal with issues and resolve differences with others at home?

Have any major events taken place recently to upset your child (parents separated, death in the family, significant illness in the family, or siblings bullying your child)?

Increase supervision of your child when they are with other children.

For younger children, show them how to join in with other children in a friendly way:

- first observe a game and the other children
- look for a natural break in the game for joining in
- choose a person with a friendly face and ask them if you can join in
- praise your child when they play cooperatively with others.

### Talk with the school

Discuss the behaviours with the school. A consistent and co-operative approach by both the home and school is important.

### More information

For more information, see:

- [Advice Sheets](#)
- [Helpful Resources](#)

# Cyberbullying

Cyberbullying is bullying that is carried out through the internet or mobile phones.

## Types of cyberbullying

Cyberbullying is bullying using digital technologies including mobile phones, email and social media tools. Cyberbullying includes:

### Pranking

Repeated hang ups, anonymous, mocking or threatening phone calls.

### Image sharing

Forwarding or sharing unflattering or private images without permission.

### Sexually explicit images

People of any age, who forward or share images of a sexual nature of a person under 18 need to be aware that this is a criminal offence (child pornography) that may result in prosecution.

### Text and email

Sending insulting or threatening text messages or emails.

### Personal online information

Publishing online someone's private, personal or embarrassing information without permission, or spreading rumours online.

### Identity theft

Assuming someone's identity online and negatively representing them in a way that damages their reputation or relationships.

### Hate sites

Creating hate sites or implementing social exclusion campaigns on social networking sites.

## Other types of cyberbullying

It is also cyberbullying when a student, or students, uses technology to run a multi-step campaign to bully another student. For example, setting another student up to be assaulted, video-recording their humiliation, posting the video-recording online and then sending the website address to others.

## Cyberbullying vs bullying

While cyberbullying is similar to bullying in some ways, there are also differences.

### Differences:

#### **Cyberbullying is invasive**

Cyberbullying can be difficult to escape and is incredibly invasive. It is more likely to occur outside of school, including while at home, and can happen at any time.

#### **Cyberbullying can involve a large audience**

Cyberbullying can involve harmful material being widely and rapidly shared to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once. This material can also continue to be available and harmful long after the cyberbullying has ceased.

#### **Cyberbullies have a sense of anonymity**

Cyberbullying can provide the bully with a sense of relative anonymity and distance from the target, so there is a lack of immediate feedback or consequences.

### Similarities:

#### **Power imbalance**

The power imbalance between the 'bully' and 'target', the repetitive nature of the bullying behaviour and the intent to harm, humiliate, embarrass, ostracise, or isolate can occur in bullying and cyberbullying.

### Types of behaviour

Types of behaviour including spreading rumours and making threats or insults, can occur in bullying and cyberbullying.

### Reasons for behaving in a bullying way

People often engage in cyberbullying for the same reasons they engage in bullying.

### Forms of cyberbullying

- sending nasty texts, picture messages, emails, or instant messages (e.g. MSN or Facebook)
- repeated prank phone calls
- using a person's screen name to pretend to be them (setting up a fake account)
- using a person's password to access their account and then pretending to be them
- forwarding others' private emails, messages, pictures or videos without permission
- posting mean or nasty comments or pictures on chat or forums
- sending and/or forwarding sexually explicit images ('sexting')
- intentionally excluding others from an online group.
- 

### Signs your child may be being cyberbullied

Mental anguish is often harder for parents to identify than the signs of face-to-face bullying. There is no definitive list of signs that indicate cyberbullying.

Although there are some things to look out for:

- **change in mood, demeanour and/or behaviour:** for example being upset, angry, teary or rebellious when not previously
- **change in friendship groups:** it can be normal to change friends many times during school days. Teachers can often provide insight, as they see class dynamics in action every day
- **spending more time with family instead of friends:** adolescence is generally a time where friends become very important and parents less so
- **lowering of marks:** often students who are being bullied show a distinct change in application to studies and a lowering of marks
- **not wanting to go to places:** a dramatic change in enthusiasm for going to school or sport—this can manifest as non-specific ailments (headaches, stomach-aches, generally 'feeling sick')
- **being extra secretive in online activities:** being online under the doona, or in a 'secluded' part of the house
- **distinct change in online behaviours:** being 'jumpy' when text messages arrive, not leaving their phone alone, wanting to be online all the time, or never wanting to be online.

### Aren't these things normal?

Many of these behaviours may have different causes or may just be stages of your child's development. In general, it is important to keep an eye on your child's behaviour patterns and if you feel something is amiss, be aware that things may not be OK in their world (either on or offline), and be there for them. Ask:

**"Are you ok? Has something happened that is bothering you? Do you want to talk?"**

If you are still concerned then enlist the help of your school welfare staff, GP, a counsellor or adolescent psychologist.

### What can I do if my child is cyberbullied?

**Praise them for coming to you** This is a big step as many young people may be frightened to tell a parent about cyberbullying. Even if you don't really understand, let them know that you will help them.

*Appendix 7*

### Do not be angry with your child

Remember that they are the victim and it is someone else who is doing the wrong thing. Do not threaten to take technology away from them because of what someone else has done.

### Do not respond to the bullying

It is important not to respond to nasty emails, chats, SMS or comments. This is usually what the bully wants, so ignore them. It is natural in many cases to want to 'fight back', but responding with a threat may get your child into trouble as well.

### Inform your child's school

It is important that the school knows what is going on so they can provide support and monitor any issues that may spill onto the playground or classroom. If the bully is a student from the same school, the school will work through the situation as they would with any other bullying behaviours reported to them.

### Save and store the content

Keep copies of emails, chat logs, text messages, comments or posts. Take a screen shot of the evidence—ask your child for help to do this if necessary. An easy, non-technical way to get hard copies is to bring the content up on the screen of a mobile phone and use a photocopier to take a copy of the screen.

# Restorative Practices

## A Brief Explanation

**Restorative Practice originated in the judicial system** where it was known as Restorative Justice. It developed as a way of addressing the inappropriate behaviours of offenders in a manner which required them to take responsibility for their behaviour by:

- acknowledging what had happened
- acknowledging the people who had been affected by their behaviour
- focusing on repairing the harm that had been done.

Restorative Justice encompasses a shift in thinking:

- from blame and punishment to addressing the impact on others,
- from harm done to restoration of relationships
- the goal of the offender taking responsibility for their behaviour and reintegrating successfully back into the community.

Restorative Practice in schools provides a focus on developing positive relationships between all members of the school community, promoting opportunities for people to take responsibility for their behaviour and learning the consequences of their actions.

In Restorative Practice, teachers actively create the space where students can experience situations that develop their emotional & social capacity in order to support & assist them in taking responsibility for their behaviour and learning.

Restorative Practice helps build students' ability to self-regulate their behaviour and contribute to the improvement of learning outcomes. Restorative practice focuses on ownership and responsibility and encourages all stakeholders to see themselves as responsible for contributing to the positive culture of the College.