Notes from Meeting March 17 2017

Group 1 Feedback

Identifying what bullying is and what are the inappropriate behaviours that may cause harm to others (mental and physical).

Bullying is:

- Repeated targeted behaviour
- Repeated over an extended period of time
- A pattern that may not occur daily but happens regularly and is unwelcome.

Bullying is not:

- A one off incident
- Calling friends a name
- An argument

Inappropriate behaviours may include:

Name calling, stealing property, pushing, shoving and/or other physical harassment, damage to property. Cyber bullying (sending inappropriate messages/images), judging people by their appearance

What are the appropriate behaviour we should use when communicating with each other and when resolving conflict.

- Hands-off policy
- Respect people's differences (cultural, religious, economic)
- Be respectful in language, tone and body language when communicating with other people
- Emapthy and tolerance
- Use the high 5 strategies
- Year 11 Peer Mentors
- Stop, Do, Think

Group 2 Feedback

How do we educate our community (family, students, staff) about the impact of bullying

Educate the community:

- Is there a possibility of a young person speaking to students. Organisation KP3 (?? – group member is going to pass on further info to Steve) has access to relatable young people with experience with bullying related suicide
- Bystander behaviour – can expectations be developed for bystanders. What is the role of someone who sees it happening?
- Develop house-based anti-bullying slogans. Can the sport houses be used to develop positive approaches to bullying behaviour.

- Bullying seminar, involving the entire community – these need to happen regularly (minimum annually) and change each year.
- Engage local shops / businesses. Perhaps they can present to students on behaviours expected in the workplace.
- Anonymous ways to report bullying?? Can this be available to both students and parents?
- Signs around the school – this was well received by the group.
    - It should be highly visible around the school that bullying is not okay.
    - Other key aspects of the school's approach e.g. the reporting process, expectations of bystanders – these can also be clearly advertised through posters.
- Develop a College banner / stand that advertises the College's approach to bullying. This can be taken to other events
- Community events – the College could have a visible presence. Have a stand / stall where the College advertises approaches to bullying or provides someone for the community to connect with. College could get in touch with Gainsborough Greens events
- Social media tag? E.g. can there be a #PSSC says no to bullying – something for students to use online when they identify bullying
- Videos can be developed by students to show how students should approach bullying
- Police come in at a group level and to deal with individuals identified as bullies.

Group 3 Feedback

What can we do to prevent bullying (strategies to reduce the incidents of bullying, strategies that people can use to protect themselves)

- Identify bullies and victims from student survey.
- Targeted programs for both bullies and victims
- Discussion re: responses to bullying and violent behaviour – review of school responsible behaviour plan. Discussion re: consistency in response. Principal outlined that not every situation was the same – extenuating circumstances, repeat offenders vs first time offenders etc… are considered when the school issues consequences.
- Discussion re: structural and policy responses that might reduce bullying. Changing lunch break times, split breaks, vertical home rooms. These options and others to be discussed and explored further.

How do we respond to bullying incidents – reporting, support structures, external agencies etc…

- Discussion about reporting process and expectations around response time. Often incidents are reported but don't get to the right person or are followed up on but poor communication home means parent/guardian not always aware this has happened.
- School to tighten process and develop expectations for staff about communication and follow up time.