



# WINMALEE HIGH SCHOOL

## Student Welfare Incident Record Form Anti-bullying behaviour contract Part 1: Person being bullied

Student's Name: \_\_\_\_\_ Roll Call: \_\_\_\_\_

### 1. Who is picking on you or giving you a hard time? If there is more than one person?

#### Name the main person/s.

Ask the student(s) for the names of the student who has been bullying him/her (picking on them or giving them a hard time in some way on more than one occasion). Record the name(s) on the sheet. If there is a group of students giving them a hard time, ask for the names of the ring leaders. In bullying situations there are usually a couple of people who are the main offenders and the others in the group will usually stop if these people are not leading the way.

### 2. What have they been doing or saying? Where or when is this happening?

It is critical that this information is specific as this will be the basis of the statements you use when fronting the bully about their behaviour. It is very difficult for the bully to deny such behaviour is occurring when such specifics are known. For example, if they are being called names ask, *when and where did they call you a name recently and what names did they call you?* If they are being given a hard time in class, ask, *What sorts of things do they do or say?* Ask, *Are there particular subjects in which you are bullied more than others?* Have the student record their responses on the sheet.

### 3. How have you been responding?

It is important that the student reveals how they are responding, especially if they have been responding inappropriately. You want no surprises when you interview the bully. Some of the usual responses include: ignoring them, avoiding going near them, and pretending you don't hear what they say, telling the teacher. Some of the inappropriate response may include: calling the bully names (giving as good as they get), doing things to deliberately annoy the bully so that they get some degree of power back e.g. turning around and giving them 'dirties', tapping on the desk repeatedly with their pen.

### 4. How do you feel when you are bullied or harassed in this way?

The responses vary greatly. Be empathetic. It is important that the student's feelings are validated or are seen to be a reasonable response to being bullied or harassed. Feelings may include: upset, sad, hurt, annoyed, angry, and scared. If students respond by saying "I want to kill him." Ensure that you counsel them about the inappropriateness of the response and refer them to the counselor and mark 'Yes' for the last question.

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#### Read the following statements

Bullying is NOT ok.

Harassment is NOT ok.

Bullying and harassment are NOT acceptable at Winmalee High School.

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Bullying and harassment of any type is totally unacceptable at school and in the community and we intend to help to stop the bullying or harassment from occurring again.

### 5. What do I want to happen to fix this situation?

In the majority of cases the student will simply say 'I just want it to stop'. Rarely do they expect any consequences for the bully. Inform them that you will do everything you can to make sure that it does stop. If it does continue the bully will face discipline consequences. Remind them that it is their right to feel safe and secure at school. For this to be successful you need to seek an undertaking for the student to not respond to any bullying by becoming a bully as well. They must ignore it and report it to you, their roll call teacher or the DP as soon as possible. Explain that this contract will only work if they give the bully no ammunition to use against them.

### 6. What can I do to deal with similar situations in the future?

They will usually say 'ignore them', 'avoid them if possible'. Ask, *Did those strategies work this time? Or And if that doesn't stop it?* Empower them to seek the help of a teacher to help stop it. Again, remind them that they have a right to be safe and secure and that you are not being a 'Snitch' when you tell someone about being bullied. If the 'bully' did not bully you, you would not be placed in the position where you needed to tell someone. This is about personal safety and takes away the right for them to be protected.

You may like to make suggestions of other strategies to counter future bullying and harassment. One strategy that is very effective is:

- Name it.
- Claim it.
- Stop it.

**Name it:** state what they are doing, e.g. 'you're calling me names', 'you're trying to make fun of me', 'you keep flicking me in the side of the head', 'you are deliberately running into me'.

**Claim it:** Say 'That is bullying'. Or 'That is harassment'. Or 'Does it feel good to be a bully?' Or 'Do you always harass people?'

**Stop it:** Say 'Stop it or I will have to tell someone you are being a bully or that you're harassing me'.

### 7. I would also like to see the school counselor. Yes No (circle one)

Please refer students who appear traumatised by being bullied. They may need to have a chance to unload and work through the emotional issues attached to being bullied. An email to the Counselor is sufficient in which you would briefly outline the bullying situation and person.

Your teacher may discuss other ways to handle or deal with people who bully you.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Sentral entry by:** \_\_\_\_\_ **Contact No:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Note:** *The student/s involved in this bullying behaviour will be monitored over the next few weeks to ensure that they fulfill their commitment to stop bullying or harassing you. **If this bullying continues please let your Roll Call teacher know as soon as possible.***

Inform the person being bullied that you will be talking to the bully. They will fill out Part 2 of the Anti-bullying contract. The bully will be given a chance to stop bullying without any consequences. 'We just want it to stop'. State: If they continue to bully you they will face discipline consequences and possibly suspension. Remind them that this contract will only work if they do not bully in response to being bullied.



# WINMALEE HIGH SCHOOL

## Incident Record Form Anti-bullying behaviour contract Part 2: Student doing bullying

Student's Name: \_\_\_\_\_ Roll Call: \_\_\_\_\_

It is important to work through the questions with the student orally before you ask them to complete the contract.

### 1. Who are you picking on or giving a hard time (i.e. bullying)?

Ask, *Do you know why you have been asked here?* State, 'You have been giving (name the person they are bullying or harassing) a hard time'. Or 'You've been picking on (name the person they are bullying or harassing). If students are bullying another student and you are on to it, they will say 'yes'. Sometimes students will say that the person they have bullied is annoying and really irritating. You will ask, 'Does that give you permission to bully or harass them?' or 'Does that make it OK to bully them?' Some will say I'm not bullying them, I just....'. You will need to respond by saying, 'Bullying or harassing someone means picking on them or giving them a hard time. You're giving them a hard time.'

### 2. What have you been doing or saying? Where have you been doing this?

State what they have been doing or saying. Be very specific when describing the nature of the bullying. For example, 'You call him a fat #####, a smelly #####, a gronk. You did this repeatedly in Maths yesterday and last Friday. You flick his ear every time you walk past him in class. This occurs in Science, especially when you are conducting experiments. You steal his pen off his desk and throw it back at him when the teacher faces the board.'

The bully may say that the person who reported being bullied does 'stuff' as well. Simply indicate that you have spoken to them about their responses. You may express empathy for the person being bullied by saying that you would probably find it hard to not respond if I were having these things said or done to me either. Let the bully know that you have indicated that responding in this way is not OK and they have agreed to stop. State, that you expect the bully to stop their bullying or harassing behaviour as well.

### 3. How might this person feel when they are bullied or harassed by you?

Ask, *How would you feel if you if you had these things said or done to you?* Some responses usually include: sad and upset.

### 4. Complete the following statements by 'crossing out' the incorrect words.

- a. Bullying is OK / not OK.
- b. Harassment is OK / not OK.
- c. It is acceptable / not acceptable to bully others at Winmalee High School.

### 5. What can I do to fix this situation? (State what you will do as your part in stopping this bullying and harassment.)

Ask, *What do you think the school expects you to do to fix this situation?* The student is usually uncertain here. You say, 'we just want it to stop and you know what, that is all (name the person they are bullying or harassing) wants to happen as well. Ask, *Is that reasonable?*

***I am aware that I am being provided with an easy way to fix this situation.  
I understand that if I do not stop this bullying or harassment that this matter will  
become a discipline issue where other more serious consequences will apply.***

Ask the student to read the text in the box. Explain that they have a chance to fix this without any consequences but that if they do any further bullying it will become a discipline issue. Say, 'You decide, the easy way or the hard way'.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Sentral entry by:** \_\_\_\_\_ **Contact No:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Note: Your behaviour will be monitored over the next few weeks and months** to ensure that you fulfil your commitment to stop bullying or harassing others at Winmalee High School.

### **Exceptions**

Sometimes you will find that the person who says they are being bullied is bullying just as badly as the other person. Seek a commitment from each of them to stop bullying. Inform the student that you have sought a commitment from the other person to stop bullying. Say to the student, that if the other student continues to bully, they will be disciplined. Similarly, if they bully you after this meeting and you respond to it, you will be disciplined. They will both be disciplined for not sticking to the agreement regardless of who starts it up again. 'You do your job and let them do their job'.

### **Sentral database entries**

Complete a Sentral entry for the person doing the bullying. If they are both involved in the bullying enter it under both names. Name the person who is being bullied. This is important for any recurrence of cases in the future. We can see if a student has broken their agreement in any way.