

Anti-Bullying



Policy

2016

(To be review in 2019)

Bullying

Rationale

Skye Primary School Community endeavours to promote a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in the school environment. School values will be embraced via whole school initiatives and specialised programmes that cater to the needs of our students.

Aim

To:

- Reinforce within the school community that no form of bullying is acceptable.
- Foster whole school restorative practices and the inclusion of 'circles'.
- Equip students with the skills to positively deal with conflict resolution and to encourage positive dialogue of issues.
- Foster awareness that everyone within the school community be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- Ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator.
- Seek parental and peer-group support and co-operation at all times.
- Reinforce whole school anti-bullying education.

Definition

A person is bullied when they are exposed regularly and over time to negative actions on the part of one or more persons. It involves an imbalance of power and can be verbal, physical, emotional or psychological. This can happen face to face and online eg through social media.

Bullies are people who deliberately set out to intimidate, exclude, threaten and or hurt others repeatedly. They can operate alone or as a group, in person or via other media.

Types of bullying behaviour

There are some specific types of bullying behaviour:

- **verbal or written abuse** - such as targeted name-calling or jokes, or displaying offensive posters
- **violence** - including threats of violence
- **sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
- **homophobia** and other hostile behaviour towards students relating to gender and sexuality
- **discrimination including racial discrimination** - treating people differently because of their identity
- **cyberbullying** - either online or via mobile phone.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual 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 towards 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.

ROLES:

Students, parents, caregivers and teachers have roles and responsibilities for preventing and responding to bullying behaviour.

Students:

As long as you feel safe when you see or experience bullying happening, you could:

- walk away and tell a teacher right away
- tell the person who is bullying that you will get a teacher if they don't stop
- encourage your friends to walk away or tell the person to stop
- help the person who is being bullied to get away and go somewhere safe.

If you don't think it's safe for you to stop the bullying there are other things you can do:

- help a friend or classmate who is being bullied
- tell them that bullying is not okay and they didn't do anything wrong
- ask them if they want help to get it stopped
- tell the teacher about it
- try to make sure your friend is not alone when they might get bullied
- ask the person who is being bullied to join your group or game
- walk away as people who bully like others to watch
- tell the person doing the bullying you don't think what they do is cool or funny.

Parents/Caregivers:

Talk with your child about responding to bullies

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 welfare coordinator
- 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
- ignoring it
- playing with a different group of friends
- remaining silent about the problem.

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.

What can I do if my child shows signs of bullying others?

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.

Who to contact

- Contact the school and make an appointment to discuss the issue.
- **Do not** directly approach any other student or their family.
- Ask the school for a copy of your school's policies and any handouts on bullying.
- Work with your child's school to solve the problem by establishing a plan for dealing with the current situation and future bullying incidents.

Teachers:

Strategies for individual students

- Establish a school culture that is clearly pro-learning, and where bullying and violence is neither accepted or expected.
- Empower students to tell adults when bullying occurs.
- Provide programs to develop students' resilience, communication, social, assertiveness and coping skills such as 'Ripple of Kindness', bucket fillers, cyber bullying awareness.
- Increase supervision of students at particular times or places - as identified by student feedback from the data collection tool.
- Providing access to support from a guidance officer, school counsellor or relevant allied health professional simple for students and parents.
- Review technology access at school and introduce and review programs to increase the safe, smart and responsible use of technology.
- Consider mediation or conferencing for students to resolve issues.
- Consistently apply appropriate disciplinary action against students who bully others.
- Develop Behaviour Support Plans for those students involved in bullying who require intensive support.
- Establish a Student Support Group if necessary.
- Develop rules with students so they set their own climate of respect and responsibility
- Teach students that they can and should stand up for others, and how to do this in a safe way.
- use positive terms, like what to do rather than what not to do

- be a role model and follow the school rules
- reinforce the rules using the Student Engagement Policy and Student Behaviour Policy
- consistently apply consequences for not following the rules
- show students respect and encourage them to be successful
- make expectations clear - keep requests simple, direct, and specific
- reward good behaviour - try to affirm good behaviour four to five times for every one criticism of bad behaviour
- use one-on-one feedback
- help students correct their behaviours - help them understand breaking the rules results in consequences: "I know you can stop [negative action] and go back to [positive action]. If you choose to continue, then [consequence]."

Implementation

- ◆ Parents, teachers and community will be made aware of the school's position on bullying.
- ◆ The school will continue with existing structures and introduce others as seen to be appropriate.

Primary Prevention

To provide and implement school wide programmes that promote resilience, life skills, protective factors and school values e.g.:

- 'Ripple of Kindness' and 'Anti-Bullying' program and Restorative Justice Practices.
- Each classroom teacher to receive professional development on the anti-bullying (including cyber) and restorative practices.
- Each class to establish classroom values and expectations that align with whole school values and philosophies at the beginning of each school year that reinforce positive behaviours. This is reviewed throughout the school year.
- Continue to develop and improve successful lunchtime programme.

Early Intervention

- Encourage all students to be accountable for their actions whether in the role of victim, bully or witness.
- Classroom teachers will remind students on a regular basis to report incidents of bullying.
- Encourage parents to contact the school if they become aware or are concerned about a bullying incident.

Intervention

- Once identified; bully, victim and witnesses are talked with and all incidents are fully investigated.
- A range of strategies may be employed to resolve the conflict.

Post Violation

- Consequences may involve:
 - A Restorative Justice Practices solution.
 - Agreed upon consequences.

- Exclusion from class.
- Exclusion from the yard.
- Withdrawal of privileges
- School suspension.
- Ongoing counselling from appropriate agency for both victim and bully.

Evaluation:

This policy will be reviewed as part of the school's three year review cycle.