

Anti-Bullying Procedures

1. RATIONALE

Bakewell Primary School endeavors to build a safe, caring and supportive environment for all students, with a specific focus on the prevention of bullying.

Therefore, we do not tolerate bullying or harassment in any form. All members of our community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for everyone. We aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted.

DEFINITIONS

Bullying is:

- **Repeated** and unjustifiable behaviour intended to cause fear, distress and/or harm
- Physical, verbal, psychological, relational by a more powerful individual or group against a less powerful individual, or group, unable to effectively resist

Types of bullying:

	Direct	Indirect
Physical	-hitting, slapping, punching -kicking, tripping -pushing strangling -spitting, biting -pinching, scratching -throwing things, eg stones	-getting another person to harm someone
Non-Physical	-mean and hurtful name calling -hurtful teasing -demanding money or possessions -forcing another to do homework or commit offences such as stealing	-spreading nasty rumours -trying to get other students not to like someone
Non-Verbal	-threatening and/or obscene gestures, body language	-deliberate exclusion from a group or activity -removing or hiding and/or damaging others' belongings
Passive	-forming a group or gang and/or following a victim or victims of physical, non-physical, or non-verbal bullying without showing disapproval, trying to help the victim, or seeking adult assistance.	-watching someone being victims of physical, non-physical, or non-verbal bullying without showing disapproval, trying to help the victim, or seeking adult assistance.
Harassment	-Harassment is any unwanted, unwelcome, or uninvited behaviour, which makes a person feel humiliated or offended.	- repeatedly teasing - spreading nasty rumours

OBJECTIVES

The objectives of our whole-school anti-bullying procedures are:

- To raise the awareness among staff, students and parents about bullying;
- To actively counter bullying at school
- To provide strategies to resolve conflict and respect differences
- To create a school environment where all students, staff and parents feel safe and welcome
- To create a climate where it is okay to talk about bullying and ask for help
- To promote mental health.

2. RIGHTS AND RESPONSIBILITIES

RIGHTS

- Every person has the right to feel safe. Any person who bullies another is denying them that right. This means we have to think about others (not just ourselves) in the classroom and in the playground. The right to feel safe means we have a responsibility to consider how we speak and act towards others. Bullying takes away a person's sense of security. The right to safety means that any bullying of any kind is unacceptable
- Every person has the right to be treated with respect and fairness. This means we show respect to other people, and their property, in the class, in the playground, and in the community. The right to receive respect and fair treatment requires from us the responsibility to show manners and courtesy towards each other.
- Every person has the right to learn. This means we do not adversely affect the learning of others.

At school it is everyone's responsibility to take the necessary steps to stop bullying behaviour. The school will not tolerate any action that undermines a person's right to feel safe, respected and to learn.

RESPONSIBILITIES

- **Leadership Team will:**
 - Support, promote, implement and maintain the anti-bullying procedures
- **Behaviour Management Team will:**
 - Support, promote, implement, maintain and review the anti-bullying procedures
- **All staff will:**
 - Be familiar with the school's anti-bullying procedures and support the implementation
 - At all times model fair and just behaviour, working towards developing a respectful relationship
 - Listen receptively to reports of bullying from students and parents
 - Endeavour to protect the person being bullied from further harm
 - Inform Team Leader/Principal/Classroom Teacher as per Stages of Behaviour
 - Arrive at class on time
- **Teachers will:**
 - Investigate reports of bullying
 - Plan to stop the behaviour recurring and record identified bullying incidents
- **Students who are bullied need to communicate about it with:**
 - A staff member or student of trust and their parents and give full details of the event.
- **Student witnesses to bullying should:**
 - Intervene by showing/verbalizing disapproval (not physical or aggressive)
 - Seek teacher assistance and,
 - Document the incident if requested
- **Parents should**
 - Listen sympathetically to reports of bullying
 - Speak to relevant school personnel (not the alleged student/s concerned) and
 - Work with the school in seeking a permanent solution
- **Parent witnesses should**
 - Be limited to showing/verbalizing disapproval and verbal intervention (not physical or aggressive) in accordance with the school's expectations and anti-bullying procedures
 - Seek teacher assistance and
 - Document the incident if requested by school staff

3. MANAGEMENT OF BULLYING INCIDENTS

All parties are expected to treat each other with respect and dignity, and ensure the confidentiality of any issues that may arise.

TEACHERS' ARE REQUIRED TO:

- Explicitly teach students positive social skills. Be aware of their rights and responsibilities with regard to the anti-bullying procedures. Develop resilience to bullying by implementing lessons for years T-6 Term 1 from Friendly Schools and Families program and continue to explicitly teach Essential Learnings throughout the year.
- Establish negotiated class rules.
- Teach and integrate relevant supportive, inclusive problem solving strategies into all curriculum areas.
- Manage classes and groups in ways that enhance peer relations and demonstrate respect and valuing of all students.
- Promptly attend to reported instances of bullying behaviour
- Treat information regarding bullying confidentially
- Include regular classroom meetings, within class management routine, during which students and teachers engage in discussion, role playing, and activities related to preventing bullying and other forms of violence amongst students

POSSIBLE RESPONSES TO BULLYING INCIDENTS

- i. Protect the bullied child from further harm
- ii. Write down the name/s of the bullied child who reported the incident and the bystanders
- iii. Follow school procedures eg Purple Slips to Team Leaders, Restorative Practices Circles
- iv. Suggest strategies that the bullied student might use to avoid being bullied in the future
- v. Talk to bystanders individually to find out what happened and follow up using the Restorative Justice approach
- vi. Record what happened on Purple Slips
- vii. Monitor the situation over the following few days (Classroom Teacher/Team Leader)
- viii. **Where necessary**, speak to class without using any names, circle time, small group meetings, class meeting box.
- ix. **Where appropriate and using discretion**, work with the parents of the bullied child to assist their child to avoid being bullied in the future. Keep them informed about progress and measures taken.
- x. **If necessary, where appropriate and using discretion**, inform the parents of the child bullying and work with them to establish joint strategies for behaviour modification.
- xi. Assure the student bullied that the incident will be dealt with
- xii. When the time becomes available teachers/Team Leaders talk to bullying students individually first
- xiii. Students who are bullied are talked to last
- xiv. Follow up both victim/s and bully/s, **I'll see you next week to find out how you are getting on.**
- xv. Follow up meeting with students who have been bullying
- xvi. Student who has been bullied receives support and there may be follow up with assertiveness training

4. WHOLE SCHOOL FOCUS

Our strategy has two aspects; prevention and management. Prevention strategies, incorporating the *Friendly Schools and Families* Program assist students to develop positive social and self-management skills and to become resilient. The management strategy we apply follows the Restorative Justice approach. Serious incidents may require such measures as Internal or External Suspension in accordance with our Behaviour Management Procedures.

PREVENTION PROGRAMS

Whole-school Approach

- Follow school procedures for 'anti-bullying'
- The anti-bullying procedures are clearly articulated to staff, students and parents
- All staff to provide careful and active supervision
- Discuss the issue of bullying regularly at staff meetings and provide training to all staff and parents
- Teachers to implement the *Friendly Schools and Families* Program as the primary prevention model
- Class meetings to discuss problem-solving measures. Focus on behaviour changes not punishment.
- Implement *Preventative social skills training*
- Teach self-protective behaviours
- Teach students the difference between 'dobbing' and 'asking for help'.
- Model and teach students the school values and utilize a range of best practice resources
- Utilise preventative support systems - peer support (e.g. Student Leadership Council) to assist in making the school safer by reporting incidents and assisting students who may be targets of bullying.
- Teach bystander students to challenge bullying appropriately.
- Provide intensive small group work for students who bully and students who are bullied
- Continue a high focus on Buddy class programs across the school
- Teachers to wear high visibility vests when on duty