

Rationale

Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Bullying:

- devalues, isolates and frightens
- affects an individual's ability to achieve
- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

A whole school approach, involving students, parents and staff is paramount in establishing support systems to address bullying.

A committed social response is necessary to break the cycle by implementing strategies for both prevention and intervention.

Statement of Purpose

Students attend school to participate in quality education that will help them to become self directed, lifelong learners who can create a positive future for themselves and the wider community.

Any inappropriate behaviour that interferes with teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

Students, teachers, parents, caregivers and members of the wider school community can expect:

- that students will be safe at school, free from fear of bullying, harassment and intimidation
- to be involved in the collaborative development of the school Anti-bullying Plan
- to know what is expected of them and others in relation to the Anti-bullying Plan
- that all students will be provided with appropriate support when bullying occurs.

Definition - Bullying

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

Bullying behaviour can be

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Beliefs

- All children have the right to feel safe and secure in their learning environment and schools contribute enormously to building student well-being and happiness. Bullying will not be tolerated.
- It is necessary to build resilience in students to prevent disturbing long-term effects for both the target and the bully.
- Strategies for the prevention of bullying are more powerful than those used during a time of crisis.
- Strategies for prevention and intervention should be inclusive of curriculum, playground supervision, school structure considerations and the manner in which bullying incidents are dealt with.
- Laying blame and punishing bullies is usually a short term and ineffective approach and therefore responses to bullying require collective responsibility.

Responsibilities

Students have a responsibility to

- behave appropriately, respecting individual differences and diversity
- follow the school Anti-bullying Plan
- respond to incidents of bullying according to their school Anti-bullying Plan.

Teachers have a responsibility to

- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate and timely manner to incidents of bullying according to the school Anti-bullying Plan.

Parents and caregivers have a responsibility to

- support their children in all aspects of their learning
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan.

Implementation

Outcomes

- Students will engage in responsible reporting and will take safe and sensible action as a bystander.
- Students will demonstrate a repertoire of self management strategies and build resilience so as to free oneself of thinking like a victim.
- Teachers will acknowledge that reducing bullying is a shared responsibility within and across the school.
- Teachers will empower students to deal with conflict in constructive ways and to develop a social conscience.
- Teachers will implement prevention and intervention strategies that involve the whole school.
- Parents, students and teachers have a shared responsibility in dealing with bullying.

1 Curriculum

The relationships theme of the Interpersonal Relationships strand of the PD/H/PE syllabus addresses issues associated with bullying. A bullying focus should be part of each stage's PD/H program and address the outcomes and indicators for this strand. Skills may include conflict resolution, empathy training, assertiveness training, negotiation and mediation skills and problem solving. Bullying can be integrated wherever possible across all Key Learning Areas.

2. Student opportunities to voice concerns

Opportunities are provided for students to voice their concerns and formulate solutions. These may include class meetings, individual approaches to a teacher by students, Quality circles, through the SRC or through survey.

3. Community Awareness

Early in each school year the School Discipline Policy and Anti-Bullying Plan will be sent home for parents or caregivers to discuss with their children.

This information will also be addressed at the *Meet the Teacher* meetings, held at the beginning of the year and through the school newsletter when appropriate.

Parents and caregivers are encouraged to report to the class teacher any incidents of bullying concerning their child(ren) so that it can be dealt with in an appropriate and effective manner.

Parents and caregivers will be notified by the school if their child(ren) are involved in bullying behaviours, consistent with the School Discipline Policy

4. Staff Awareness

Refresher session and/or review at the beginning of each school year on the School Discipline Policy and Anti bullying Plan.

Share at staff meetings, the names of students who are being targeted so they can be monitored on the playground.

5. Playground Supervision

The role of staff in playground supervision is very important in recognising and responding to incidents of bullying. Monitoring playground hot spots, encouraging isolated students to join a group, reminding children about strategies to manage playground conflict, giving appropriate strategies other than “ignoring it and walking away” and following through on reported incidents can all help to reduce bullying. Bullying reports need to be taken seriously and dealt with promptly.

6. Dealing with a bullying incident

Bullying cannot be reduced if incidents are not reported. When a bullying incident has occurred, the following strategies will be employed.

- (a) Restorative Practices questioning process employed
- (b) Logical consequences applied
- (c) Consequences as outlined in school Student Discipline Policy
- (d) Individual student management plan developed

Role of teachers receiving a report of bullying

- determine whether report is of bullying, poor social skills or rule breaking- this may be a one off situation or an ongoing one. The teacher deals with the incident using the above strategies.
- record details through our PBS recording system, noting details of incident, victim and others involved.
- give information to classroom teacher for possible further follow up

Role of class teacher and Stage Supervisor in receiving a report of bullying

- If bullying is determined to be occurring, the role of the teacher is to notify the Stage Supervisor.
- The Stage Supervisor in conjunction with the class teacher will employ a problem solving approach which apportions responsibility.
- Interview the target of the bullying and determine the targets feelings and who is involved including bullies, bystanders and colluders.
- Hold a meeting with the bullies etc and share with the group the targets feeling in order to raise feelings of empathy.
- Student(s) develop and implement plan with the assistance of the teacher and/or Stage Supervisor

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- Meet with target to find out how they are feeling. Hold a follow-up meeting to review the solutions.
- If incidences of bullying continue, further consequences in line with the school Student Discipline Policy may need to be applied.
- Inform parents in line with Student Discipline Policy

7 Monitoring and Evaluation of Plan

Ongoing monitoring of the plan will drive the need for review, but an annual review will take place as a matter of course.

Student surveys, parent and staff concerns and the frequency of bullying incidents will be the main data used to evaluate the effectiveness of the plan.

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