



Anti-Bullying Policy

Rationale:

The school will provide 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 their school environment.

Bullying is when someone, or a group of people, repeatedly upset or create a risk to another person's health and safety- either psychologically or physically- or their property, reputation or social acceptance.

Aims:

- To promote an atmosphere of positive behaviour for everyone in our school community.
- To be alert to signs and evidence of bullying and have a responsibility to report to staff whether as an observer or a target.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both targets and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

Implementation:

- Each year a series of 6 lessons will be conducted, aimed at developing a clear understanding of what bullying is. Four of these before the Behaviour Survey and two after it. These are outlined as part of this Policy documentation. The lessons are implemented once each year and a survey is conducted in term 3.
- Each child will complete a Behaviour Survey to identify from their perspective:
 - Children displaying bullying behaviour
 - Children displaying kind and considerate behaviour
 - Children who tend to play alone or be teased
 - Children who bully through the medium of the internet or mobile phone
- Survey results are anonymous and confidential.
- The Wellbeing Leader will collate the findings.
- Teachers are informed of the results of the Survey, which are confidential.

- Children most frequently identified as displaying appropriate social behaviours will be given recognition. Children most frequently identified as displaying inappropriate social behaviours are informed of their nomination by the Principal and/or Deputy Principal. Their parents are notified.
- Four levels of response exist, when bullying is identified.
 1. First time occurrence or minor incidence: teacher may use one or more practices (e.g. stopping the anti-social behaviour, restatement of rules and consequences, think time, mediation, private conference)
The teacher will make a record of the incident.
 2. If the behaviour continues or the incident is severe: referral should be made to the Wellbeing Leader.
REPORT ON INCIDENT OF BULLYING form to be used.
Children may be excluded from the classroom and the playground to work through management strategies. Parents will be notified.
 3. “At risk” students whose bullying behaviour is severe or who are resistant to change will have a “*BEHAVIOUR CONTRACT*” developed in consultation with student, parents and teachers.
 4. Students whose severe bullying behaviour resist school efforts and represent a significant threat to the safety and wellbeing of others will be referred to outside agencies.

CLASSROOM LESSONS.PREPARATORY TO YEAR 6

“Bounce Back”-Helen McGrath and Toni Noble, “Bullying” –Sue Berne, “Don’t be a Bully Bystander”-Vic. Health and “Bullying”- R.I.C. Publications are the resources used to address the following issues surrounding bullying.

Cyberbullying is to be specifically addressed as one type of bullying behaviour

Resources available are

www.cybersmart.gov.au

www.bullyingnoway.com.au

www.cybersmart.gov.au/cybernetrix

1. What is bullying (shared definition)
2. Targets (how would targets feel?)
3. Should I help? (Would I be as bad as the bully if I don’t? How does it feel to witness bullying?)
4. Who bullies? (Why? What will happen if they keep bullying?)
BEHAVIOUR SURVEY
5. How can I help? (“Bystander Code” and Responsible Reporting)
6. Bullying situations (mobile phone, internet, physical, teasing, exclusion, rumours, threats)

Evaluation:

The Anti-Bullying Policy will be evaluated within the review cycle. This process will be overseen by the Leadership Team and ratified by the staff.

Revised July 2013