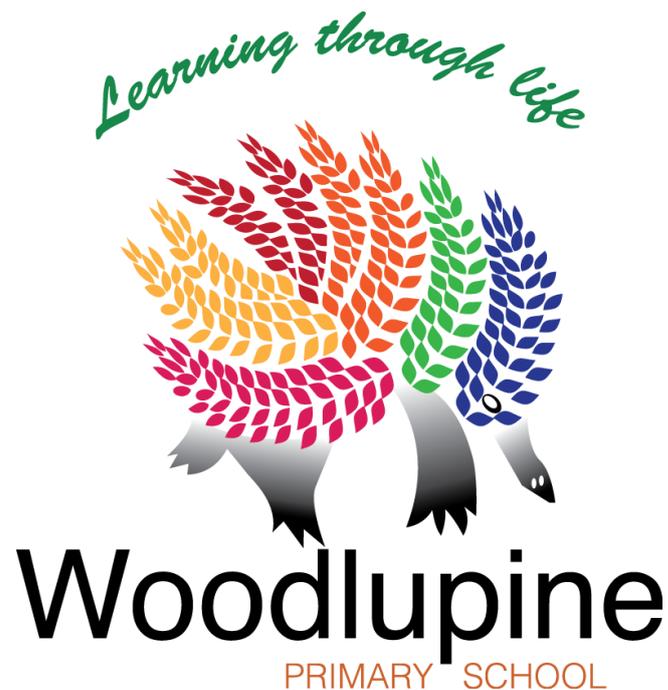


Countering Bullying in Schools

Woodlupine Primary School

Revised February 2017



Creating a Safe Environment

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At Woodlupine Primary School we aim to address bullying in a proactive way with a focus on developing assertiveness and resiliency skills for lifelong learning. We acknowledge that bullying occurs in all schools in a variety of ways i.e. Physical, Verbal, Social, Psychological and Cyber Bullying and seek to effectively manage these types of bullying. We implement strategies that best promote resiliency and assertiveness skills across all sections of the school community- staff, students and parents.

Classroom Rights and Responsibilities

At the beginning of each year, each class will develop a set of class rights and responsibilities to suit their specific needs. These rights and responsibilities will be displayed in the classroom and will be reviewed and discussed in the class on a regular basis. Parents are encouraged to be aware of this agreement. These rights and responsibilities will cover the following:-

- ✚ Everyone has the right to feel safe.
- ✚ Everyone has the right to work & learn without disruption.
- ✚ Everyone has the right to courtesy and respect.
- ✚ Everyone should be neat, tidy and respect the need for personal health and hygiene.
- ✚ Everyone should respect the property of others.
- ✚ Everyone has a responsibility to discourage bullying.
- ✚ Everyone has a responsibility to express their feelings when they feel their rights have been denied.

At Woodlupine PS we believe that everybody 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 both the classroom and the playground. The right to feel safe means we have a responsibility to consider how we speak and act towards others. It is important to treat people the way we would want to be treated. Bullying takes away a person's sense of security. The right to safety means that any bullying of any kind is unacceptable.

What is bullying?

If someone *repeatedly* tries to hurt or upset another person in any way at all, you can safely assume that it's bullying.

Bullying is the selective, uninvited, *repetitive* oppression of one person by another person or group.

Bullying constitutes unsolicited, offensive treatment through vindictive, cruel, malicious or humiliating attempts to undermine an individual or group.

Bullying should not be confused with teasing, rejection, random acts of violence or physicality and conflict. While children will often tease or fight, this bickering should not be confused with bullying.

A child who is bullied probably feels scared, angry and sad. Boys are more likely to display anger and girls claim that they feel sad.

Note: The word 'bully' is used as a verb and not a noun. In this way, the bullying behaviour is emphasised and not the child. Instead of labelling a child a 'bully', he/she is referred to as a person who bullies.

What are the Types of Bullying?

Physical	<ul style="list-style-type: none">• Hitting, slapping, punching• Kicking• Pushing, strangling• Spitting, biting• Pinching, scratching• Throwing objects	<ul style="list-style-type: none">• Getting another person to harm someone
Non-Physical	<ul style="list-style-type: none">• Mean or hurtful name calling• Hurtful teasing• Demanding money or possessions• Forcing another to do homework or commit offences such as stealing	<ul style="list-style-type: none">• Spreading nasty rumours• Trying to get other students to not like someone
Non-Verbal	<ul style="list-style-type: none">• Threatening and/or obscene gestures	<ul style="list-style-type: none">• Deliberate exclusion from a group or activity
Cyber Bullying	<ul style="list-style-type: none">• Mean or hurtful emails, text messages, chat room conversations• Ringing and hanging up	<ul style="list-style-type: none">• Having someone else do it for you
Racial/ Religious/ Sexual/ Disability	<ul style="list-style-type: none">• Inappropriate touching and /or actions• Inappropriate suggestions, conversations and/or comments	

Teaching/Learning Programme

Teachers explicitly cover the following concepts each year in Term One:

- What is and isn't Bullying?
- What are the types of Bullying?
- What is a bystander and the types of bystander behaviour?
- How to respond when being bullied.
- How to respond when you see/ hear someone being bullied.

At Woodlupine PS we will address a reported incident of bullying by:

School Leadership Team Responses

- Support, promote, enact, maintain and review the Countering Bullying Policy and procedures.
- Enter incidences on SIS when School Leadership Team intervention is needed.
- Establish Parent Contact regarding incidents and actions
- Approach Student Services where appropriate
- Communicate ongoing incidences to all staff to raise vigilance in the playground when appropriate.
- Referral to School Chaplain.

Staff Member Responses

- Be familiar with the school's 'Countering Bullying Policy' and procedures and enact this policy.
- Ensure explicit teaching of social skills and resilience, bullying related learning outcomes, including types of bystander behaviour, are taught in Term One each year, and then developed on a needs basis.
- Be models of caring, tolerant behaviour.
- Listen to reports of bullying and act upon these, refer to the "Countering Bullying in Schools" document for guidelines.
- Duty Teacher to report incidents that occur in the playground to the relevant class teachers
- Inform a member of the Leadership team
- Protect the person being bullied from further harm by providing resiliency strategies, ways to seek a safe place, alert staff and the Leadership Team
- Record identified bullying incidents, on the SIS Behaviour Module
- Support students if they witness bullying through implementing strategies from the "Profile of Positive Student Bystander Behaviour"
- Year 5/6 to engage with Cyber-bullying resources "Cyber Smart" by ACMA. Junior and Middle Primary students encouraged to engage with resources
- Inform parents about the incident, how the school is responding and suggest ways for the parent to support the student at home.

Student Responses

- Need to communicate about incidents of bullying with a teacher, staff member, student of trust and/or their parents and give full details of the event.
- If witnessed, implement positive/ helpful student bystander behaviour from the “Positive Student Behaviour Bystander Behaviour”. For example, help by standing by the person who is being bullied and in an assertive voice say “Stop bullying”
- Seek Teacher/ Staff assistance.
- Refrain from ‘gossiping’ about the person/ incident and/ or consequences.
- To make themselves feel safe students can: Ignore whoever is bullying you, go to a safe place, play near a grown up, play around other kids
- Reinforce that they could tell; grown-ups at home, a Teacher that you can trust, any other grown up who will listen to you, believe you and help you feel safe,
- Remind them that “nothing is so awful that you can’t talk about it with someone. You could talk about what’s happening to you, how you are feeling and ideas about what you could do to feel safe”.

Parent Responses

Promote and provide strategies for parents to assist students when they report that they are being bullied, keeping in mind that one-off incidents are not classified as bullying, that the behaviour is repeated and targeted to be classified as ‘bullying’.

Letter to Parents resource sent home to parents at the beginning of each year.

- Listen sympathetically to reports of bullying
- Deal with their feelings
- Give them coping skills
- Speak to relevant school personnel such as Class Teacher to seek facts
- Work with the school in seeking a permanent solution.
- Help build your child’s support networks
- Build their self-confidence.
- Refer to pamphlets/letters provided by the school that suggest ways to help the child respond to incidents of bullying.

Behaviour Management Procedure

Our beliefs:

Our school community believes that rights and responsibilities are interrelated. There are three basic rights that form the pillar of the Behaviour Policy

1. Everyone has the right to learn
2. Everyone has the right to have property respected.
3. Everyone has the right to be free from harm.

We seek to encourage and focus on positive behaviours in the classroom and playground. If a student chooses not to comply with the WPS’s Rights, Rules and Responsibilities then the Behaviour Management Procedure will be implemented.

Resources

We believe that an eclectic approach to developing these key messages, social skills and understandings allows for flexibility with student needs. A variety of resources that are available at WPS but are not exclusive are:

- Bullying Hurts – The Alannah and Madeline Foundation Brochure
- Creating a Safe Learning Environment – Countering Bullying in Schools – WPS
- PATHS
- Countering Bullying in Schools – Duty Teacher responses – WPS
- Friendly Kids, Friendly Classrooms,
- Different Kids, Same Classroom
- Bullying- Identify, Cope, Prevent (RIC Publication)
- Bounce Back programme resources (McGrath & Noble)
- Friendly Schools: Bullying Intervention Project
- Cooperative Learning Strategies
- “Teaching Values Across the Curriculum” Steve Godden and other values resources
- Cyber Smart resource by ACMA www.cybersmart.gov.au/ Resource divided in to ‘young kids’, ‘kids’ and ‘teens’ resources and video. School Gateway section – junior, middle and upper resources and teacher guides.
- Values Education Toolkit (RIC Publication) – ‘Six Kinds of Best’
- Bucket Filling Resources
- K-12 Resources – online “Protective Behaviours”