

Timbumburi Public School

Anti Bullying Procedures



2017

Creation Date	Last Update	Principal	School reference	Due for revision
2009	Oct 2017	Jane Kibble		2018

Timbumburi Public School Anti-Bullying Policy

Rationale

Students attend school to participate in quality education that will help them to become self directed life-long learners who can create a positive future for themselves in the wider community. At Timbumburi Public School, we have a learning community based on values. Each person is recognised as a unique individual bringing special qualities and gifts to share. We all have a right to be respected and a responsibility to respect each other.

At Timbumburi P.S. we aim to create a safe and happy school environment, free from bullying of all forms, including cyber bullying.

Information sources and communication technologies (e.g. email, blogs, wikis, chat rooms etc) are widely used to maintain contact with friends and enable another forum in which to seek and create new friendships. Whilst most interactions are positive, these technologies can be used to harass and intimidate others. This is known as cyber bullying.

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 all. 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;
- is intended to cause fear, distress and/or harm to another;
- may be physical, verbal or indirect/relational;
- is conducted by a more powerful individual or group;
- is against a less powerful individual who is unable to effectively resist;
- is intentional, aggressive act/s, repeated over a period of time.

Cyber bullying:

- is when someone is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another student/s using the Internet, interactive and digital technologies or mobile phones.

Harassment:

- is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated or offended;
- can be seen as one form of bullying;
- the terms 'harassment' and 'bullying' are often used interchangeably.

Types of bullying:

	Direct	Indirect
Physical	<ul style="list-style-type: none">▪ Hitting, slapping, punching▪ Kicking▪ Pushing, strangling▪ Spitting, biting▪ Pinching, scratching▪ Throwing things e.g. stones	<ul style="list-style-type: none">▪ Getting another person to harm someone
Non-Physical	<ul style="list-style-type: none">▪ Mean and 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▪ Removing and hiding and/or damaging others' belongings

Objectives

The objectives of our whole-school bullying policy are:

- to raise awareness among staff, students and parents about bullying;
- to actively counter bullying at the 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; and
- to promote positive mental health.

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 and in the playground. 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 another student.

At Timbumburi Public 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:

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 school community.

Students, staff, parents/carers and community members have a shared responsibility to promote positive relationships that respect difference and diversity. There is also an obligation to support our Anti-Bullying Policy and procedures and work actively to resolve incidents of bullying. Students should expect that the school community will respond to their concerns and appropriate support will be given.

Staff, student and parents have the following responsibilities:

Leadership Team will:

- Support, promote, enact, maintain and review the anti-bullying policy and procedures.

All staff will:

- Be familiar with the school's anti-bullying policy and procedures;
- Proactively implement the school's anti-bullying policy and procedures.

Teachers will:

- Encourage cooperative behaviour;
- Be models of caring and tolerant behaviour;
- Listen to reports of bullying;
- Act upon these;
- Inform the Principal;
- Protect the person being bullied from further harm;
- Act to stop the behaviour recurring; and
- Record identified bullying incidents.

Students will:

- Play safely;
- Cooperate with other students and all staff;
- Report all bullying incidents, grievances or concerns using appropriate channels;
- Refrain from bullying behaviour of any kind or giving support to those bullying;
- Work cooperatively with parents and teachers to reach a resolution to bullying incidents.

Students who are bullied need to communicate the incident to:

- A teacher or staff member of trust, giving full details of the event and/or their parents give full details of the event, plus;
- Write a detailed account of the event;
- Work cooperatively with teachers and all parties involved to reach a resolution.

Student witnesses to bullying should:

- Speak out about any bullying incidence;
- Seek teacher assistance;
- Intervene if they are able; and
- Document the incident if requested.

Parents will:

- Report any incidences of harassment or concerns they may have to relevant school personnel;
- Support their children in all aspects of their learning;
- Encourage cooperative behaviour and independence in their children;
- Encourage positive responses to incidents of bullying;
- Discourage retaliation of any kind;
- Support the school's anti-bullying policy and procedures; and
- Work cooperatively with all teachers and students to reach a resolution to any incidence/s of bullying.

Parents should:

- Listen sympathetically to reports of bullying;
- Speak to relevant school personnel (**not the alleged student/s and their parent/s concerned**); and
- Work with the school in seeking a resolution.

Parent witnesses should:

- Seek teacher assistance; and
- Document the incident if requested by school staff.

[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' RESPONSIBILITIES:

- Teachers to be familiar with the school's anti-bullying policy and procedures;
- Teachers to be models of caring and tolerant behaviour;
- In the first weeks of each school year, the non-acceptance of bullying is to be discussed in class;
- Teachers to make student aware of their responsibilities with regard to the anti-bullying policy;
- Implement lessons to develop resilience to bullying in PD/H/PE lessons K-6

- Teach relevant strategies;
- Attend to reported instances of bullying behaviour; and
- Treat information regarding bullying confidentially.

ACTION:

- 1) Protect the bullied child from further harm.
- 2) Take note of name/s of the bullied child, who reported the incident and the bystander/s.
- 3) Interview the bullied child to find out what happened.
- 4) Suggest strategies that the bullied student might use to avoid being bullied in the future.
- 5) Individually interview bystander/s if necessary. Discuss strategies these students might use to avoid bullying in the future.
- 6) Record what happened in Sentral.
- 7) Notify the Principal or nominated member of the Executive.
- 8) Monitor the situation over the following few days/weeks.
- 9) **Where necessary**, speak to class without using specific names, about the incident.
- 10) **Where appropriate and using discretion**, work with parents of the bullied child to assist their child to avoid being bullied in the future. Keep them informed about progress and the measures taken.
- 11) **If necessary, where appropriate and using discretion**, inform the parents of the child exhibiting bullying behaviours and work with them to establish joint strategies for behaviour modification.

RESPONSES TO BULLYING INCIDENTS:

The Pikas Method of Shared Concern

- A. Assure the student bullied that the incident will be dealt with.
- B. When the time becomes available, teachers talk individually with students exhibiting bullying behaviour/s first.
- C. Students who are bullied are interviewed last.
- D. **Okay, I'll see you next week to find out how you are getting on.**
- E. Follow-up meeting with students who have been exhibiting bullying behaviour/s.
- F. Student who was bullied receives support and there may be follow-up if necessary.

CHALLENGING INCIDENTS – PHYSICAL VIOLENCE OR INTIMIDATION:

- Immediate notification for assistance from colleague;
- Move student onlookers away;
- Separate students with minimal physical contact;
- Apply shared concern – students involved in the incident are questioned separately;
- Report of the incident to be written up and filed.

CHALLENGING STUDENTS:

- Collaborative case management of students with persistent aggression or continued victimisation. Develop a collaborative action plan with specified outcomes (school counsellor, Learning Support Team, District Support (Learning Engagement Officers));
- Problem-solving strategies for dealing with disclosures;
- Use of sanctions in Student Welfare Policy and/or NSW DET Student Welfare and Fair Discipline and Suspension Policies for violent incidents.

School Strategies to Reduce and Prevent Bullying

Our strategy has two aspects: prevention and management. Prevention strategies assist students to become resilient. The management strategy we apply is the Student Support and **Shared Concern** approach. Although this approach is not based on sanctions or punishments, the school has a range of such measures available, up to and including suspension or exclusion which are in accord with our Behaviour Management Plan and which may be used in response to bullying.

PREVENTION PROGRAMS

Whole-school approach:

- Promote and implement anti-bullying and proactive positive behaviour lessons.
- Discuss the issue of bullying regularly at staff meetings and provide training to all staff.
- All staff informed of relevant issues of bullying, student attitudes, the need to take action and of their role in implementing the policy.
- Anti-bullying material included in PD., H., PE. learning area (Health Strand: Self management skills and interpersonal skills).
- Teachers to run a universal program in the classroom as a prevention model. A cross-curriculum content is utilised to provide practice in conflict resolution and protective behaviours.
- Class meetings to discuss problem-solving measures. Focus on behaviour changes not punishment. *Preventative social skills training* – playing games well, giving and receiving compliments, taking risks and joining in, cooperating and respecting other people’s decisions.
- Self-protective behaviours – ignoring verbal put downs, enlisting adult or peer support, learning assertive responses, saying “no” and walking away, helping others being bullied. Change the “don’t dob” culture. Model and teach students to value and respect others.
- Preventative support systems – support of peers 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. Provide safe places, mentors and group problem-solving.
- Communication with parents is proactive not just reactive.
- Intensive small group work for students who bully (conflict resolution, anger management) and students who are bullied (assertiveness training and self-protective behaviours).
- Teachers to be assisted in difficult cases by Executive and School Counsellor.

Rewarding positive action and appropriate behaviour:

Students at Timbumburi are encouraged to interact positively at all times and to resolve conflict peacefully. A support environment where children can develop in confidence and security is essential when providing quality education.

The school strives to create a supportive learning environment by implementing effective programs, policies and procedures that:

- define clear behavioural standards through our Behaviour Code;
- outline School Rules, Charter of Rights and Responsibilities and Expected Standards of Behaviour;
- reinforce appropriate behaviour at all times;
- acknowledge desirable attributes through positive recognition program (merit awards etc);
- utilise school newsletter to inform parents and carers and encourage support for the school's programs;
- cater for the individual needs of every student in class programs;
- develop positively phrased class rules and include student contributions;
- facilitate student input into school decision making through the TPA
- develop skills and understanding involving interpersonal relationships through ongoing learning programs including Drug and Life Education, Peer Support, Anti-Bullying and the NSW DoE Values programs.
- enhance playground safety and well-being through the development of Playground Supervision Guidelines
- deal with breaches of the Behaviour Code according to guidelines set out in the School Discipline Policy;
- inform students about opportunities for incidents to be reported confidentially in a verbal or written form to staff and/or the Principal;
- new students arriving later in the school year to be advised of all relevant student well-being policies and procedures

INDUCTION OF NEW STUDENTS AND/OR STAFF:

- Class teachers to introduce new students to the desired outcomes and proactive prevention programs;
- Relevant Stage Supervisor and/or Principal to discuss program with new staff.