Rosalie Primary School

PREVENTING & MANAGING BULLYING POLICY

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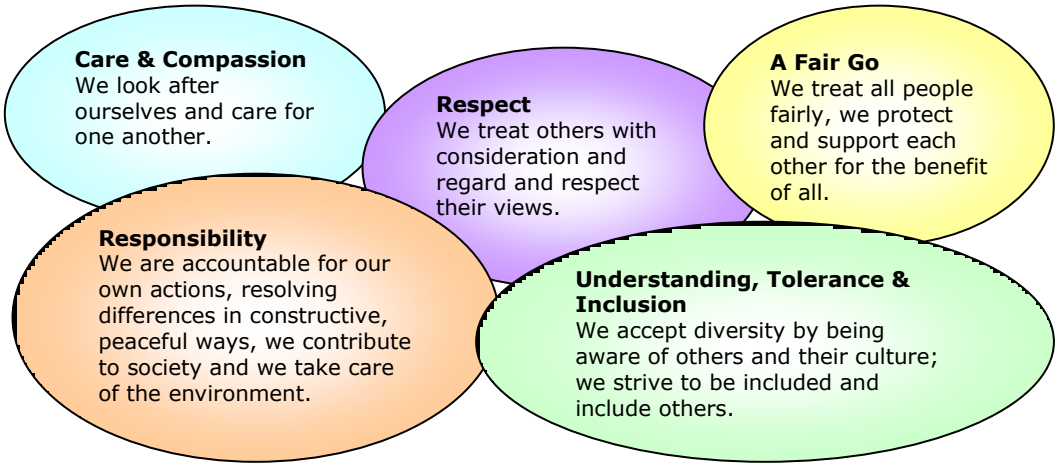
1. Rationale

It is the school community's belief that all students should feel safe and valued while in the care of Rosalie Primary School.

We aim to deliver a clear message that bullying or harassing behaviour is not acceptable in any form in our school. Rosalie staff take a proactive stance on this issue with many preventative approaches embedded within the curriculum.

In line with Rosalie Primary School's Business Plan, Rosalie will provide a safe, healthy and supportive environment for students and staff, underpinned by a values rich learning environment.

2. Rosalie Primary School's Values



3. Whole-School Community Rights & Responsibilities In Relation To Bullying

Students, staff, parents, caregivers and the wider community have the right to a safe and supportive learning environment in schools. For this to occur, all school community members have a responsibility to prevent and respond to reports and observations of bullying.

4. Rights & Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community	• Are safe and supported in the school environment; and • are treated with respect.	• Establish positive relationships; and • respect and accept individual differences.
Administrators	• Are supported in developing and implementing the school's plan to prevent and effectively manage bullying.	• Provide leadership in Resourcing the school's prevention and effective management of bullying; • implement the school plan; • ensure parents are informed of the school plan; • support staff to implement the school's plan; • monitor the school's culture to ensure a safe environment free from bullying; and • conduct regular reviews of plan.
Staff	• Feel safe and supported in the workplace; • access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention; • are informed of the school's plan on bullying; • are treated with respect in the workplace; and • access to professional learning in preventing and effectively managing bullying.	• Promote and model positive relationships; • participate in implementing the school plan to counter bullying; • identify and respond to bullying incidents; • teach students how to treat others with care and respect; • teach students how to respond effectively to bullying; • promote social problem solving with students; • respect and accept individual differences; and • ensure that new staff are familiar with policies & procedures.
Students	• Access to curriculum that supports the building of resiliency, promotes an understanding of bullying, its prevention, what actions students can take if they are being bullied or witness students being bullied; • are informed of the school's plan on bullying ; and • if involved, are provided with support to stop bullying.	• Treat others with care and respect; and • identify and respond effectively to bullying.
Parents	• Expect children to be safe and provided with a supportive school environment and treated with respect; and • are provided with access to information on the prevention and response strategies related to bullying.	• Support and encourage children to treat others with respect and act in accordance with the school plan if they observe bullying; • encourage children to report bullying incidents; and • are aware of school plans and support school in effectively managing bullying.
Wider community: including other professionals	• Strategic inclusion in prevention and bullying incident management.	• Provide support and input into the school's approach to preventing and managing bullying.

5. Common Understandings About Bullying

Definition of Bullying

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying.
The behaviour needs to meet the following criteria:

1. repeated
2. intended to cause distress for individual
3. misuse of power to target an individual

Types of Bullying

Bullying takes many forms and can include:

- Verbal Bullying
  The repeated use of words to hurt or humiliates another individual or group. Verbal bullying includes put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- Psychological Bullying
  Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- Relational Bullying
  Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share another's personal information.
- Physical Bullying
  Includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching and damage to personal property
- Cyber Bullying
  Involves the use of information and communication technology such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying *(refer to Cybersafety Guidelines for Rosalie Primary School).*
- Bystanders to Bullying
  Bullying also includes the concept of 'bystanders'. A bystander may be someone who sees bullying or knows about is but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the whole school community at Rosalie Primary School need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school community can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

Bullying of any form or for any reason can have long-term effects on those involved including bystanders

What bullying isn't…

Bullying is not:

- **Not liking someone**
  It is very natural that people do not like everyone around them and, as unpleasant as it may be to know someone does not like you, verbal and non-verbal messages of "I don't like you" are not acts of bullying.
- **Being excluded**
  Again, it is very natural for people to gather around a group of friends and we cannot be friends with everyone, so it is acceptable that when kids have a party or play a game at the playground, they will include their friends and exclude others. It is very important to remind kids they do the same thing sometimes too and, although exclusion is unpleasant, it is not an act of bullying.
- **Accidentally bumping into someone**
  When people bump into others, the reaction depends mostly on the bumped person's mood. If they have had a bad day, they think it was an act of aggressive behavior, but if they are in the good mood, they smile back and attract an apology. This is also relevant for playing sport, like when kids throwing the ball at each other hit someone on the head. It is very important for teachers and parents to explain that some accidents happen without any bad intention and it is important not to create a big conflict, because it was NOT an act of bullying.
- **Making other kids play things a certain way**
  Again, this is very natural behavior. Wanting things to be done our way is normal and is not an act of bullying. To make sure kids do not fall into considering it as an aggressive or "bossy" behavior, we need to teach them assertiveness. If your kids come home and complain that Jane is very bossy and she always wants things to be done her way, you can show them that they want it too and that Jane is miserable, because she is not flexible enough and she will suffer in life for insisting that things be done her way. Again, although it is not fun or pleasant, this is NOT bullying.
- **A single act of telling a joke about someone**
  Making fun of other people is not fun for them, but the difference between having a sense of humor and making fun of someone is very fine. It is important to teach kids (and grownups) that things they say as jokes should also be amusing for the others. If not, they should stop. Unless it happens over and over again and done deliberately to hurt someone, telling jokes about people is NOT bullying.
- **Arguments**
  Arguments are just heated disagreements between two (or more) people (or groups). It is natural that people have different interests and disagree on many things. Think about it, most of us have disagreements with ourselves, so it is very understandable to have disagreements with others. The argument itself is NOT a form of bullying, although some people turn arguments into bullying, because they want to win the argument so much. They use every means to get what they want and find a weakness in the other person, abuse knowledge or trust they have gained and use it against the other person. It is very important to distinguish between natural disagreements and bullying during an argument.
- **Expression of unpleasant thoughts or feelings regarding others**
  Again, communication requires at least two players. Although it may be unpleasant to hear what someone thinks about you, it is NOT a form of bullying but a very natural thing. In every communication, there are disagreements and some form of judgment about each other's attitude and behavior. If someone says to you, "I think this was not a nice gesture" or "You insulted me when you said this", this is NOT bullying but an expression of thoughts and feelings.
- **Isolated acts of harassment, aggressive behavior, intimidation or meanness**
  The definition of bullying states that there is repetition in the behavior. Bullying is a conscious, repeated, hostile, aggressive behavior of an individual or a group abusing their position with the intention to harm others or gain real or perceived power. Therefore, anything that happens once is NOT an act of bullying. As a parent, it is important that you pay attention to what your kids are telling you and find out if things are happening more than once.

6. Terminology

The Department of Education promotes the use of affirmative language that supports the values of the National Framework for Values Education in Australian Schools. The terms “bullies” and “victims” are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to bullying incidents. More appropriate terms to use include “bullied student”, “students who are bullied”, “victimised students”, “student who bully”, “students who engage in bullying behaviour” and “students who bully others”. This will ensure that the unacceptable behaviours are separated from the students involved. This allows the behaviours to be addressed in a manner that remains respectful of the individuals

7. School Strategies To Prevent & Manage Bullying

Key personnel will action strategies aimed at resolving issues between students who are bullied and perpetrators of bullying. In the initial stages of harassment taking place, one of the successful strategies this school uses is “The No Blame Approach to Bullying”.

Whole School Prevention Strategies

A whole school approach is cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve student learning, behaviour and wellbeing and the conditions that support these.

Strategies include:

- shared leadership where a whole school pastoral care approach is promoted
- a culture that seeks to be proactive and restore relationships damaged through conflict
- a proactive approach for awareness-raising and planning in dealing with specific forms of bullying such as cyber-bullying and racism
- long term whole school prevention curriculum which starts in the early years and includes:
    - understanding what behaviours constitute bullying
    - why bullying is unacceptable
    - the development of effective bystander behaviour
    - understanding the school’s processes for preventing and managing bullying
    - awareness raising of cyber-bullying and strategies to deal with it.
- resources targeted to students’ needs including *Achieve, KidsMatter, Friendly Schools Plus, BUZZ*
- close collaboration with parents and the wider community
- professional learning for staff and parents
- social competency development curriculum
- positive staff role modelling
- provision of incentives for respectful behaviour
- effective monitoring strategies to evaluate the success of processes in place and to determine future planning
- effective classroom behaviour management methods that encourage empathy, social problem solving and positive action
- use of Cooperative Learning strategies
- developing trusting and inclusive classroom environments
- encouraging and supporting help-seeking and effective bystander behaviour
- reinforcement of good examples of communication and conflict resolution
- social problem solving approaches to resolve peer based conflicts

Playground strategies include:

- a coordinated, highly visible and active approach to playground supervision
- identification of and supervision adjustments to high-risk situations
- recognising and reinforcing positive playground behaviours and positive social relationships
- the development of procedures for incident management which ensure response to incidents is timely and effective
- ongoing record keeping ensuring incidents are documented and the effectiveness of strategies monitored.

Targeted Early Intervention:
Early identification of bullying behaviours is paramount with timely response.

Strategies include:

- the promotion of effective bystander behaviour
- identifying early signs of relationship issues within year group and across the school
- proactive teaching of pro-social behaviour to identified students
- referring identified students to appropriate specialist support staff
- assisting in the repairing and rebuilding trust and relationships between identified students and others
- setting up buddy systems for vulnerable students
- using whole school behaviour management strategy methods for identified students e.g. friendly reminders of appropriate cooperative behaviours
- identifying cohorts of students and year groups who are either engaging in bullying behaviours or who are being bullied that require targeted programs.

Intervention For Bulling Incidents

Clearly articulated procedures are in place for:

- identifying bullying incidents
- reporting bullying incidents
- recording bullying incidents
- responding to bullying incidents
- the case management of student involved in bullying incidents

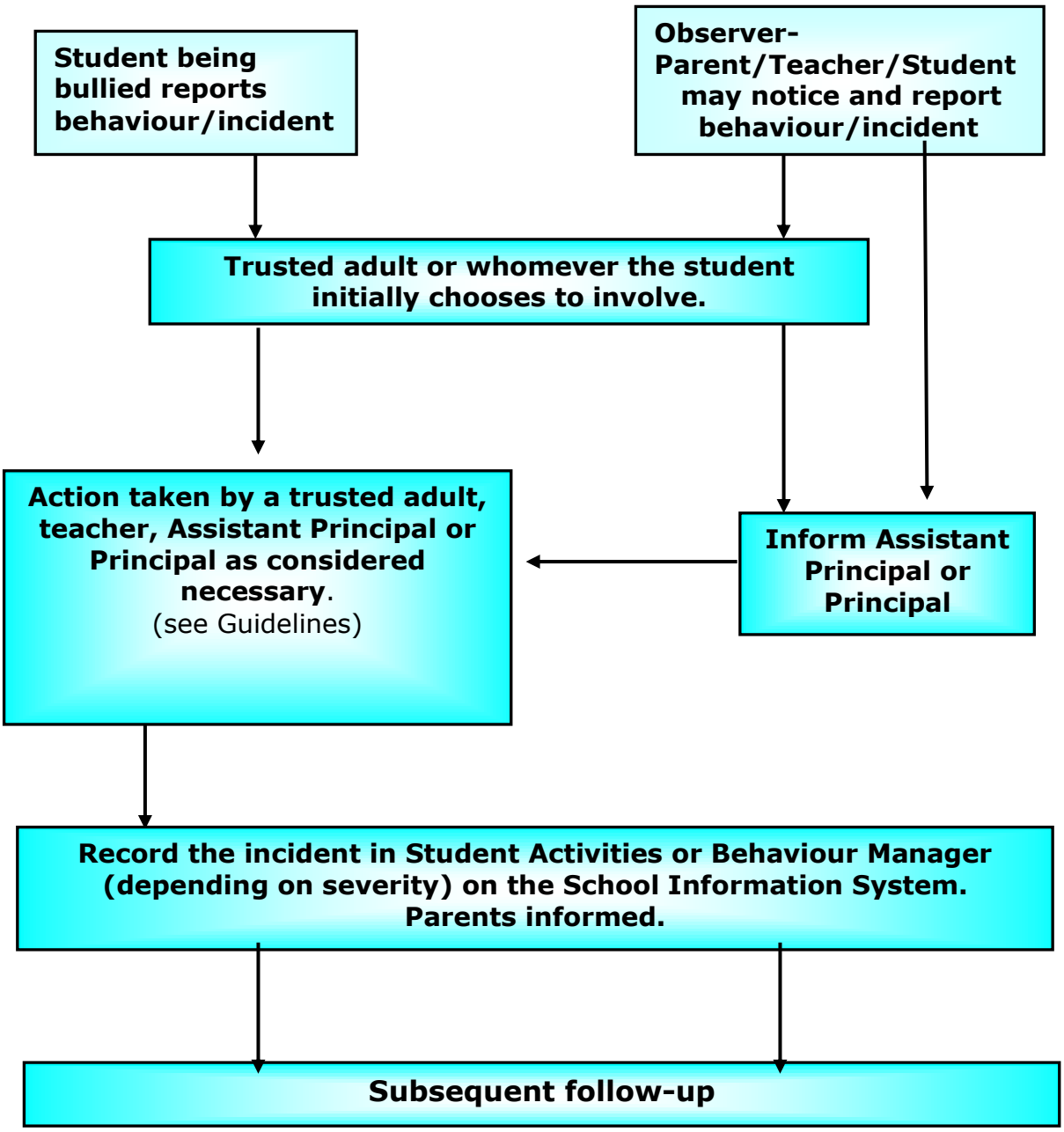
(see Procedures for Incident Management Chart and Guidelines for Dealing with Bullying Incidents)
Strategies include:

- Shared Concerns
- The No Blame Approach
- Restorative Practice

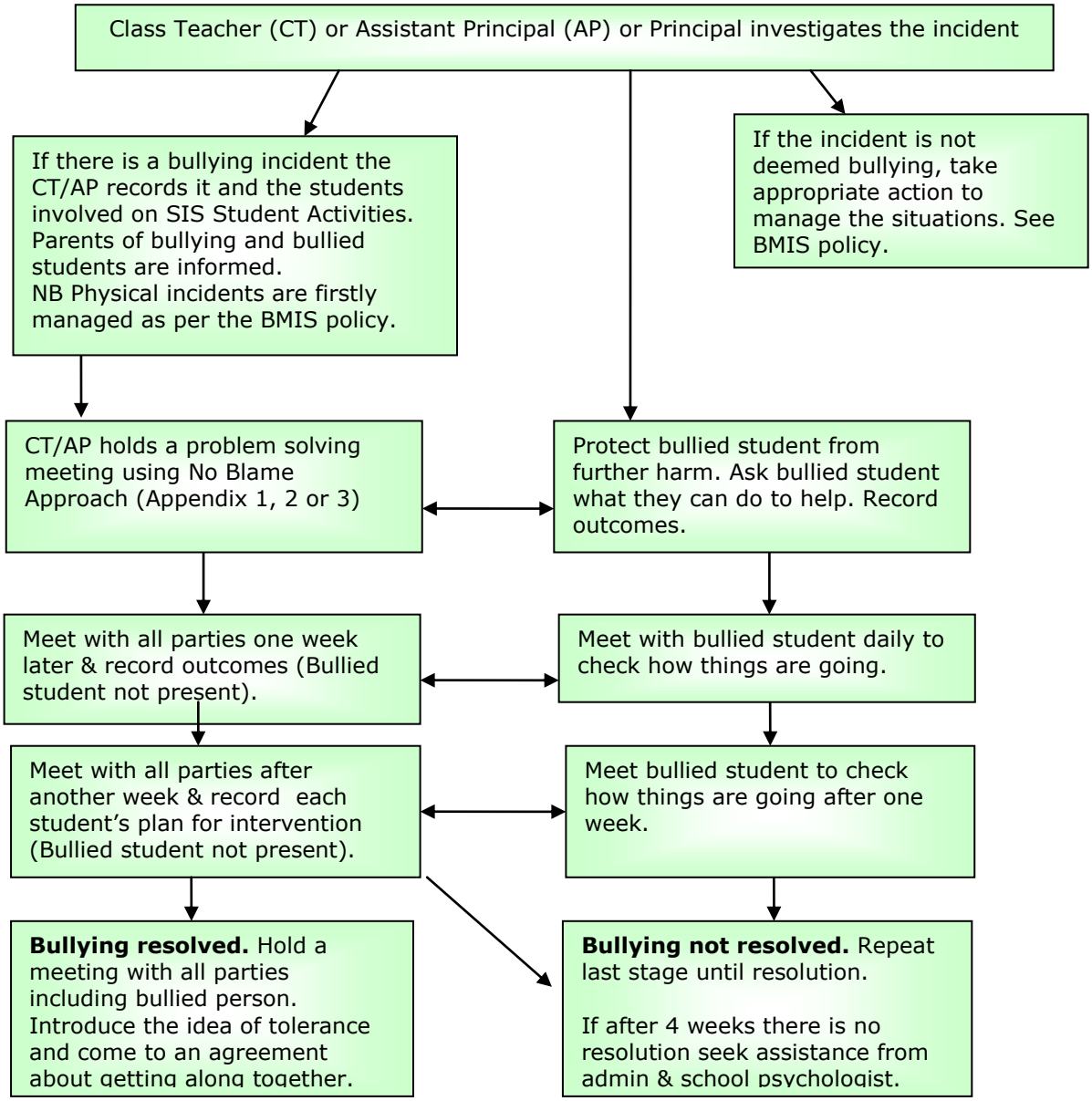
See Appendix 1, 2 & 3

This Procedure for Incident Management Chart outlines the process followed at Rosalie Primary School and follows the steps laid out in the Behaviour Management in School's Policy.

PROCEDURE FOR INCIDENT MANAGEMENT CHART



GUIDELINES FOR DEALING WITH BULLYING INCIDENTS



8. Monitor & Review

The school will monitor and assess the effectiveness of their programs by collating reports of bullying incidents to determine whether strategies used have been effective in reducing the number and severity of bullying incidents. The results of the annual school survey which includes questions on bullying will be factored into the report. This policy will be reviewed at least once in three years or as required as a result of the reports and school survey.

Title	Prevention and Managing Bullying
Function/s	To ensure that the school community is given a clear message that bullying or harassing behaviour is not acceptable in any form in our school.
Owner	J. Gildersleeve

Document Modification History

Version Number	Date	Primary Author(s)	Description of Version	Date of Next Review
1	11/9/13	J Gildersleeve	Initial version - to link with BMIS Policy	September 2014
2	21/5/15	J Gildersleeve	Updated – in line with policy	May 2018

The Method of Shared Concerns (Pikas)

The Method of Shared Concerns involves three stages:

Stage One Individual chats with each person
Stage Two Follow up interview one week later (3 minutes)
Stage Three Group meeting when problem is resolved (30 minutes)

STAGE ONE: FIRST MEETING

A. METHOD

1. Sequence

- Start with the ringleader
- Interview victim last

2. Preliminaries

- Get background information – talk to staff members (e.g. who is likely ringleader? Is the bullied person proactive?)
- Arrange the appointment times – DO NOT forewarn students.

3. Timing

- First interviews should take place consecutively without a break

4. Location

- Private room – no disruptions

5. Attitude

- Mediator must remain non-judgemental and neutral attitude

6. Learning the Method

- Stick to the script!
- Spend time rehearsing

7. Outcomes of First Meeting

- People usually suggest how they can change their behaviour in some small way (e.g. leave the bullied person alone, stick up for bullied person)

- Interviews finish with each person agreeing to try and achieve their suggestions for the following week.

B. INTERVIEW WITH A BULLING PERSON (BULLY)

- Individual chats with each person involved
- Bully first. Victim last. (7 minutes each)

1. "You're not in trouble, but we have a problem and I think you can help"

2. "I hear nasty things are happening to X. Tell me about it"
   - Let the person talk (LISTEN)
   - Avoid closed questions
   - Don't question if they complain about the victim

3. "So it sounds like X is having a bad time"
   - e.g. summarise what's been happening to X
   - As soon as they agree move on to next step (No. 4 below)
   - If they say it's his/her fault, agree or say "perhaps" – but still point out they are having a bad time

4. "OK." "I WAS WONDERING WHAT YOU COULD DO TO HELP X'S SITUATION?.
   - Accept suggestions – be encouraging
   - Don't be afraid of silence
   - Don't try to encourage uncooperative students
   - After a few minutes say, "It seems like you don't want to talk today. You'd better go back to your class"
   - When a practical and relevant solution is offered go to next step (No 5 below)

5. "Excellent. You try that for a week and I'll catch up with you to see how you are getting on"

C. INTERVIEW WITH A BULLIED PERSON (VICTIM)

1. "Hello X. Sit down. I want to talk to you because I hear some nasty things have been happening to you"
   - Listen to person
   - Empathise

2. "Sounds like you're fed up with it

3. "Is there anything you can think of which might help the situation?"
   - Listen to suggestions 'When student suggests a solution that depends on someone else's action say, "I was thinking more about something you could do yourself"
   - When the student suggests something workable encourage more discussion on this.

4. "OK. You do that over the next week and then we will have another chat to see how things are going".

D. POSSIBLE PROBLEMS WITH FIRST MEETING

- No ideas for solutions

  First of all, allow the person time to think. Don't be afraid of silence. It they really cannot think of a solution you can offer a suggestion but always gain the person's permission first e.g. "I have an idea. Would you like to hear it?"

- The uncooperative person

  Do not try to encourage a silent or uncooperative person to respond. Simply wait in silence for them to speak. If after a few minutes they have not said anything, say "It seems that you don't want to talk today. You'd better go back to your class"

- An impractical solution

  If a person offers an impractical or ridiculous solution, do not reject it negatively. Ask, "So if this were to happen, the bullying would stop?"

- A solution that depends on someone else's action

  Don't bargain. Say, "I was thinking more about something you could do yourself"

- Continual complaints about the provocative behaviour of the bullied person

  People often feel very justified in their bullying behaviour. They perceive that the bullied person "asked for it" in some way. Don't reject the person's anger or frustration against the bullied person: accept their feelings but still maintain that the bullied person is having "a bad time in school".

STAGE TWO: INDIVIDUAL FOLLOW UP MEETINGS

This stage may have to be repeated several times.

Purpose – to establish how well each person has achieved the aim agreed to in the first meeting.

If bullying has stopped – congratulate person

If bullying has not stopped – work with person to gain a solution.
(i.e. repeat Stage 1)

Tell person that the final stage will involve a group meeting – set a date when ready.

STAGE THREE: GROUP MEETING WHEN PROBLEM IS RESOLVED

The No Blame Approach Outline

When bullying has been observed or reported then the following steps can be taken.

Step One: Interview with the victim

When the teacher finds out that bullying has happened she starts by talking to the victim about his feelings. She does not question him about the incidents but she does need to know who was involved.

Step Two: Convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

Step Three: Explain the problem

She tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his distress. At no time does she discuss the details of the incidents or allocate blame to the group.

Step Four: Share responsibility

The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it.

Step Five: Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to exact a promise of improved behaviour.

Step Six: Leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.

Step Seven: Meet them again

About a week later the teacher discusses with each student, including the victim. How things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process. Ideally these review meetings should occur weekly for 3-4 weeks to ensure continued progress is made.

Restorative Practice

Step1: **Welcome & Introduction:**
Hello, as you know my name is ……..and I have been asked to facilitate this meeting. (*Introduce the participants if necessary)* I have spoken to all of you about the incident (*Briefly describe what happened)*
……..(perpetrator's name) has admitted his/her part. I will now invite you all to talk about how you and other people may have been hurt (*or affected)* by what happened. This will help us to understand what is needed to make things right.

Step 2: **Start with perpetrator/s:**
I'd like to start with ……..
Could you tell us what happened and what was your part?
What happened then?
At the time, what were you thinking about?
What have you thought about since?
In what way had …… (victim's name) and other been hurt or affected by what you did?

Step 3: **In turn invite 1) victim 2) their family or supporters 3) the perpetrator's family or supporters to speak:**
……(victim's name) what did you think when you realised what……(perpetrator's name) had done?
How has this incident affected you?
What has been the hardest thing for you?

Step 4 **Go back to perpetrators:**

You've just heard how……..(victim's name) and others have been affected by what you did. Is there anything you want to say at this moment?

Step 5 **Return to victim/s:**
…….(victim's name) what do you think needs to happen to make things right?

Step 6 **Return to Perpetrator**
……..(perpetrator's name) what do you think of what …….(victim's name) suggested?
What do you think you need to do?

Step 7 **Return to the victim/s**
Is there anything else you think will help make things right?

Step 8 **Return to Perpetrator/s**
What have you learnt from our meeting?

Step 9 **Final invitations to speak**
Before I close the meeting does anyone have anything further they need to say or to share?

Step10 **Close the meeting**
Thank you for participating in this meeting. I hope our time together has helped make things right again.