

## **ANTI – BULLYING POLICY**

### **FIRM STATEMENT:**

Our school community does not tolerate bullying. Bullying lowers self – esteem, interferes with everyone’s right to be respected, to learn and to be/feel safe.

### **DEFINITION:**

Bullying is deliberate and repeated acts of hurting someone in a physical, verbal, psychological and/or emotional way.

Bullying can include one or more of the following:

- **PHYSICAL** – kicking, hitting, pushing, hurting.
- **VERBAL** – swearing, name calling, racial/gender harassment.
- **PSYCHOLOGICAL** – teasing, spreading rumours, sexual comments, provoking, threatening.
- **EMOTIONAL** – leaving people out, demeaning comments, manipulating, hurting people’s feelings.
- **CYBER BULLYING** – using technology to bully an individual or group - including internet, email, chat rooms, social media, discussion groups, instant messaging, web pages, or mobile; text or picture messages.

### **AIMS TO ADDRESS BULLYING**

- To create a bully-free environment at Salisbury Primary School where all students feel happy and safe.
- That the bully (with support) identifies, takes responsibility for and changes his/her behaviour.

### **WHAT DO WE DO ABOUT BULLYING**

#### **STUDENT RESPONSIBILITIES:**

- Take action about any bullying as soon as it occurs (e.g. report to a staff member).
- Follow Grievance Procedures.

If being cyber bullied

- Collect evidence – do not delete emails or texts
  - If in a game or social media – take a screen shot
- Block the person, remove from friends list or change privacy settings
- Report the abuse
  - Games have a report system

- Social media services also have a report system
- More information at [esafety.gov.au](http://esafety.gov.au)

If you see or know of someone being bullied:

- Don't join in – either in person or online
  - Do not forward or share posts, images or videos that will hurt others
- Tell a trusted adult

### **STAFF RESPONSIBILITIES:**

- Follow up/through to a resolution irrespective of degree.
  - Particularly with repeat offenders.
- Report to parents (inform).
- Document.
- Familiarise and collate all information to aid knowledge of reasons behind bullying.
- Teach explicit skills/strategies that empower students (e.g. Resilience programmes such as Program Achieve, Success Learning, Kimochis, Bounce Back, Character Strengths, Friendly Schools & Families and What's the Buzz?)

### **SENIOR STAFF RESPONSIBILITIES:**

- Document each incident.
- Discuss with students involved (at teacher's discretion).
- Contact parents / care-providers.
- Contact/meet with all parties concerned.
- Implement/initiate consequences (e.g. Time-Out, Suspension / Exclusion procedures).
- Initiate interagency meetings as necessary.
- Continue to monitor.

### **PARENT RESPONSIBILITIES:**

- Support school initiatives and programs.
- Discuss with child at home about the problem.
- Contact class teacher.
- Contact senior staff where necessary.
- Meet with senior staff where necessary re ongoing bullying behaviour.

### **GRIEVANCE PROCEDURES**

**STOP:** Stay calm (e.g. count to ten).

Take a deep breath.

Am I safe?

Give yourself time to think about the problem.

**THINK:** What could I say? What could I do?

Can I start to solve this problem by myself?

- Should I ignore it?
- Should I tell the other person how I feel by making an assertive statement?
- Should I walk away?
- Should I talk to a friend or do I need assistance?
- Should I talk to a trusted adult at school or at home?

**DO:** Speak loudly and firmly to the person/people bullying you. Say that you don't like what's happening and tell them to stop.

- Don't be mean back. It will not make bullying go away.
- Get away from the situation.
- Find help.
- Go to a safe place within the school boundaries.
- Tell an adult you trust.
- Make sure it is followed up by persisting until the problem is solved.

### **How to Recognise a Student Being Bullied**

Not all students who are being bullied or harassed talk to a friend, teacher or school counsellor about it, due to fear that it will make the situation worse or the child may feel they will not be believed.

A change in behaviour in the student may be a signal that the student is being bullied. Other signs may include:

- Unexplained cuts, bruises or scratches
- Damaged or ripped clothing
- Vague headaches or stomach aches
- Refusal to go to school
- Asking for extra pocket money or extra food
- Tearfulness, anxiety or difficulty sleeping

If a child is being cyber bullied, signs may include the above but also may be:

- 'Hiding' information on mobile phones, emails or in comments on their social networking pages
- Unexpected changes to friendship groups
- Child becomes withdrawn
- Decline in their school work or focus
- Higher levels of absenteeism

### **CONSEQUENCES FOR BULLYING**

Depending on the nature and severity of the bullying the following strategies / consequences will be implemented:

- Discussion/conferencing with all parties.

- Counselling could involve school counsellor, staff, parents, senior staff.
- Withdrawal of privileges (e.g. restricted yard play, roles within school).
- Time-out/Take home/Suspension/Exclusion.
- Ongoing individualised programmes with identified students.
- Police intervention.
- Ongoing monitoring/collection of data re: behaviour.

**PRO-ACTIVE PROGRAMMES/STRATEGIES TO SUPPORT THE ANTI – BULLYING POLICY  
COULD INCLUDE:**

- ‘Friendly Schools and Families’
- ‘What’s the Buzz?’
- ‘Program Achieve’ Keys to Success
- ‘Success Learning’
- Wellbeing Classroom (Kimochis)
- Child Protection Curriculum
- On-line programs and websites eg [bullyingnoway.gov.au](http://bullyingnoway.gov.au) / [esafety.gov.au](http://esafety.gov.au)
- Restorative Justice and Circle Time
- Class meetings
- Student Values education
- Teaching of Grievance Procedures
- Ongoing individualised programmes for identified students (e.g. anger management / assertive training – bullies and victims)
- Yearly bully audit to identify issues to be addressed (base-line data)
- Community Police Liaison intervention
- Staff Training & Development (e.g. crisis / response / counselling / management)
- Staff RAN training and up-date courses
- Recognition of Positive behaviour (e.g. Positive Play, Achievement / Aim High Awards / Principal’s Awards, responsibilities / leadership roles within school)