



**Marie Bashir**  

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**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 Marie Bashir 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 Marie Bashir PS 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, sms, mms, chat programs, social networking 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.

(This plan was reviewed in consultation with the school community and staff- 11<sup>th</sup> October 2017 and 16<sup>th</sup> October 2017).

## 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:

	<b>Direct</b>	<b>Indirect</b>
<b>Physical</b>	<ul style="list-style-type: none"><li>▪ Hitting, slapping, punching</li><li>▪ Kicking</li><li>▪ Pushing, strangling</li><li>▪ Spitting, biting</li><li>▪ Pinching, scratching</li><li>▪ Throwing things e.g. stones</li></ul>	<ul style="list-style-type: none"><li>▪ Getting another person to harm someone</li></ul>
<b>Non-Physical</b>	<ul style="list-style-type: none"><li>▪ Mean and hurtful name-calling</li><li>▪ Hurtful teasing</li><li>▪ Demanding money or possessions</li><li>▪ Forcing another to do homework or commit offences such as stealing</li></ul>	<ul style="list-style-type: none"><li>▪ Spreading nasty rumours</li><li>▪ Trying to get other students to not like someone</li></ul>
<b>Non-Verbal</b>	<ul style="list-style-type: none"><li>▪ Threatening and/or obscene gestures</li></ul>	<ul style="list-style-type: none"><li>▪ Deliberate exclusion from a group or activity</li><li>▪ Removing and hiding and/or damaging others' belongings</li><li>▪ Non reporting of bullying (physically watching the bullying without reporting)</li></ul>

## Objectives

### **The objectives of our whole-school bullying policy are:**

- to raise awareness among staff, students and parents about bullying, including cyber 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 Marie Bashir 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:**

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 Plan 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 plan and procedures;
- Proactively implement the school's anti-bullying plan 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 (yellow or green slip: teachers are to record what the offender did and who they bullied/hurt).

#### **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;
- Be limited to verbal intervention; 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 or family concerned**); and
- Work with the school in seeking a resolution.

### **Parent witnesses should:**

- Be limited to verbal intervention;
- 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 plan 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 plan;
- Implement lessons to develop resilience to bullying in appropriate lessons K-6, Term 1;
- 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) Write down 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/support structures that the bullied student might use to avoid being bullied in the future.
- 5) Individually interview bystander/s. Discuss strategies these students might use to avoid bullying in the future.
- 6) Record what happened on the support slip.
- 7) Send a copy of the form to 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 a follow-up with assertiveness training (Social Skills Program).

## **CHALLENGING INCIDENTS – PHYSICAL VIOLENCE OR INTIMIDATION:**

- Immediate notification for assistance from colleague;
- Move student onlookers away;
- Separate students with minimal physical contact;
- Apply Student Welfare Policy guidelines;
- Apply shared concern – students involved in the incident are questioned separately;
- Report of the incident to be written up and filed.
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## **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, ISTB-Itinerate Support Teacher (Behaviour), District Support (Student Services Officers, Student Welfare Consultants, AP Behaviour);
- 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 is in accord with our Student Welfare Policy 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 the appropriate learning area.
- 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 stage coordinator and School Counsellor.
- Technology agreement which includes cyber bullying is signed by each student at the commencement of the school year.

## Creating a Positive School Environment

### **Rewarding positive action and appropriate behaviour:**

Students at Marie Bashir PS 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 has been exemplary in creating 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 linked to school logo **LEARNING TODAY, LEADING TOMORROW**
- acknowledge desirable attributes through positive reward system
- utilise school newsletter to inform parents and carers and encourage support for school 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 SRC;
- develop skills and understanding involving interpersonal relationships through ongoing learning programs
- enhance playground safety through the incorporation of Marie Bashir Public School's Student Welfare Policy
- deal with breaches of the Behaviour Code according to guidelines set out in the Student Welfare 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 welfare policies and procedures

### **Playground strategies:**

- segregate the playground areas into age groupings (K-2 & 3-6);
- more proactive play direction – ideas given for games;
- teachers reinforce positive behaviours through rewarding
- Play equipment – utilised from classroom and returned at end of play;
- Teachers to return to class 2-3 minutes before the bell goes, to counter end-of-play bullying when leaving playground or waiting in class lines;

- Lunch activities (e.g. computer and/or library available); and
- Consistently follow the school's Student Welfare Policy guidelines.

### **INDUCTION OF NEW STUDENTS AND/OR STAFF:**

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

### **Resources for staff: online at the following link through your DET portal:**

<https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/behaviourprgms/antibullying/websites.htm>

### **Anti-bullying and related websites**

#### **NSW DET Websites**

- [Bullying. No Way!](#)

*Bullying. No Way!* is a large site with information for students, parents and teachers about bullying behaviours.

It includes ways to deal with those who bully and those who are bullied as well as teaching resources and a large reference list.

- [Bullying – Who needs it?](#)

This website provides information and examples of what public primary and secondary schools in NSW are doing to address bullying behaviour. The site also includes information for parents in English and a range of languages other than English.

- [Prejudice. No Way!](#)

*Prejudice. No way!* aims to assist students in Years K-3 develop the foundation knowledge and skills needed to

counteract prejudice that is the basis of many forms of discrimination and unfair practices. The site provides teaching and learning materials for each stage of students K-3.

- [Racism. No Way!](#)

*Racism. No way!* is an extensive source of information about racism and anti-racism education. It provides links to tools for investigating and combating prejudice and racism in schools, teaching and learning resources K-12, activities for students and reference materials.

- [Taking Action, Keeping Safe: A resource for student leaders to counter bullying](#) is also available to assist student-led initiatives to counter bullying.

#### **Australian Websites**

- [Bullying Among Young Children: A guide for parents & Bullying Among Young Children: A guide for teachers and carers](#) - Ken Rigby for National Crime Prevention

These guides include helpful information about the extent and impacts of bullying behaviours in young children. Practical suggestions are also included about how to reduce bullying by assisting children who are bullied and those who bully. It also provides guidance for all children on what to do should they find themselves bystanders witnessing bullying.

- [Bullying in Schools and What to do About it](#) - Ken Rigby and colleagues, University of South Australia

The site provides research-based information and resources about bullying behaviours and ways to deal with them. It contains helpful support on promoting *bystander action*. It also offers guidelines of implementing the *Method of Shared Concern* model of dealing with bullying with upper primary and secondary students.

- [Coalition to Decrease Bullying Harassment and Violence in South Australian Schools](#) - Department of Education and Children's Services, South Australia

This website contains information about the activities of the Coalition in promoting good practice in countering bullying behaviours in schools. It provides a number of website links and resources. [Cyber bullying, e-crime and the protection of children](#) pamphlet.

- [National Coalition Against Bullying](#)

### **International Websites**

- [Anti-bullying Network](#) - School of Education, University of Edinburgh, Scotland.

The information and resources available at this website includes materials for all those who work in and with schools, including school managers and support staff as well as teachers. The *Resources* section contains a large list of articles, publications and websites.

- [Don't Suffer in Silence](#) - Department for Education and Skills, UK

This website is intended to support students, their families and teachers in tackling bullying at school. It offers ideas and practical techniques. It also has stories from some individuals who talk about being bullied and some from those who bullied others. The stories are provided to demonstrate that bullying behaviour can be stopped.

- [International Network on Bullying and Violence](#) - United Nations, Organisation for Economic Cooperation and Development

This website was established to share information between countries on important issues related to school bullying and violence. It aims to become a main reference on policy, practice and research for national and local authorities, schools and researchers.

- [No Name Calling Week](#) - No Name-Calling Week Coalition, Iowa, USA

The materials on this site include guidance on arranging activities designed to eradicate name-calling and bullying in the Years 5-8. There is a large list of links to key organisations. There are also lesson plans and other material useful for teaching and learning programs.

- [Teachernet - An anti-bullying pack for schools](#) - Department for Children, Schools and Families, UK

The materials on this website provide information about bullying and suggestions about tackling bullying behaviours in schools. The nine sections of the anti-bullying pack cover areas such as whole school policy, collecting data about bullying, involving students, working with parents and information for students, parents and teachers.

- Visionary - School bullying and violence - Education Commission, European Union

This website is a source of international reports, reference materials and examples of good practice related to anti-violence and anti-bullying in school. The site was developed through contributions from participating countries, Germany, Denmark, Finland, Portugal and England. The links are particularly useful to teachers, parents and senior students seeking materials for research projects or evidence-based approaches to school interventions.