



**Allendale**  
**Primary School**  
AN INDEPENDENT PUBLIC SCHOOL

# **Preventing and Managing Bullying Guidelines**

## **2015**

**Review Date: March 2015**

## **Rationale**

Bullying is a learnt behaviour which is unacceptable and can be successfully changed. Allendale Primary School is taking an educative approach to managing and preventing bullying. The school's processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive education environments.

All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

## **School Vision Statement**

Allendale Primary School is a place where we work together to develop independent and collaborative learners preparing them as future citizens.

## **School Commitment**

All members of the Allendale Primary School community make a commitment to maintaining a safe learning environment by developing authentic relationships between students, parents and staff based on care, mutual respect and open communication.

## **Aims of the Preventing and Managing Bullying Guidelines**

- To give all members of the community a shared vision of what constitutes bullying
- To provide a clear procedure to deal with bullying
- To maintain a commitment to the schools vision statement and purpose for providing a safe environment for all.

## **Policy Review and Maintenance**

- The **Preventing and Managing Bullying Guidelines** will have input from the school community through the School Board
- The guidelines will have input from the students through the Student Council
- The guidelines will be reviewed at regular intervals
- The School will promote the guidelines through newsletter items and assembly items
- The Positive Behaviour Supports team and the Administration team will allocate time to review and maintain the guidelines

## ***Bullying, in any form, will not be tolerated at our school***

Definitions:

### ***What is bullying?***

- Bullying can be defined as: repeated incidents involving a more powerful child and/or children on another, child and/or children or by a group of children on a single child

**Verbal Bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

**Emotional/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, 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. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.

**Cyber Bullying:** Involves the use of information and communication technologies 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.

**Bystanders:** Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves. Bystander behaviour can inappropriately support bullying behaviour in the following ways:-

- Ignoring or remaining silent about the bullying behaviour
- Providing the student who is bullying with social reinforcement such as being friendly to the student bullying and not saying anything about their behaviour
- Maintaining the victim's role by avoiding or excluding them
- Gossiping about incidents and in the process enhancing the reputation of the student who is bullying
- Verbally encouraging bullying behaviour
- Laughing or smiling at the bullying
- Preventing the student who is being bullied from escaping the situation
- Shielding the situation from an adult view or acting as a "look out"
- Assisting the student to bully by holding the victim or their possessions
- Acting as a messenger for students who are bullying; and
- Refusing to give information about the situation when asked

All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

***Children observing bullying are always encouraged to report it to a staff member.***

## Rights and Responsibilities in Preventing and Managing Bullying:

Students at Allendale Primary School have the right to be an individual, to be respected and treated with kindness, to feel safe and to achieve their personal best.

Students, parents and teachers have the responsibility to respect the rights of others and to help make our school a “friendly” place by being thoughtful, respectful and courteous to others.

They have the responsibility to:

- Be observant to signs of bullying
- Report incidents of bullying
- Treat reports of bullying seriously and
- Follow the correct procedure in attempting to resolve conflict

MEMBERS	RIGHTS	RESPONSIBILITIES
<b>All students, teachers, parents, wider school community</b>	<ul style="list-style-type: none"> <li>• are safe and supported in the school environment</li> <li>• are included</li> <li>• are treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>• participate and contribute to school positive behaviour programs</li> <li>• build positive relationships</li> <li>• demonstrate respect and tolerance towards others</li> </ul>
<b>School leadership</b>	<ul style="list-style-type: none"> <li>• is supported in developing the school's plan to prevent and effectively manage bullying</li> <li>• is supported in implementing the strategies and programs under the school's plan</li> </ul>	<ul style="list-style-type: none"> <li>• provides leadership in resourcing the school's plan</li> <li>• ensures the school community is informed of the plan</li> <li>• implements the plan</li> <li>• supports staff to implement the strategies and programs under the plan</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• feel safe and supported in the workplace</li> <li>• are informed of the school's plan on bullying</li> <li>• have access to professional learning in preventing and effectively managing bullying</li> <li>• have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning)</li> </ul>	<ul style="list-style-type: none"> <li>• promote and model positive relationships</li> <li>• participate in developing the school plan</li> <li>• identify and respond to bullying incidents</li> <li>• deliver the strategies and programs to students in responding to bullying effectively</li> <li>• promote effective bystander behaviour</li> <li>• promote social problem-solving</li> <li>• use appropriate terminology when referring to bullying and the students involved</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• have access to curriculum that supports the building of resiliency and social skills</li> <li>• are informed of the school's plan on bullying</li> <li>• are provided with supports to stop bullying</li> </ul>	<ul style="list-style-type: none"> <li>• understand and value the concepts of inclusion and tolerance</li> <li>• identify and respond effectively to bullying</li> <li>• are aware of themselves as bystanders</li> <li>• seek help for themselves and others as needed</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• are treated with respect</li> <li>• are confident their children are provided with a safe and supportive school environment</li> <li>• are provided with access to information on the prevention and management of bullying</li> <li>• are informed of the school's plan and opportunities to participate</li> </ul>	<ul style="list-style-type: none"> <li>• support and encourage children to treat others with respect and tolerance</li> <li>• act in accordance with the school plan if they observe/ know about bullying</li> <li>• encourage children to report bullying incidents</li> <li>• work effectively with the school in responding to bullying</li> </ul>
<b>Wider community: including other professionals</b>	<ul style="list-style-type: none"> <li>• are strategically included in prevention and bullying management</li> </ul>	<ul style="list-style-type: none"> <li>• provide support and input into the school's approach to preventing and managing bullying</li> </ul>

## **Management of Bullying:**

**Students** - What to do if you are bullied:

### **Stop**

- What is going on?
- How do I feel?
- Is the situation really bothering me?
- Am I in danger?
- What do I want?

### **Think**

- What can I do?
- Is this a bullying situation?
- What strategies can I use?
- Can I handle this situation myself?
- Do I need to ask for help?

### **Talk**

- Who can I talk to?
- Who is the best person to talk to?
- What do I want from my support person?
- How could I talk about it?

## **To Prevent Bullying**

- Respect yourself and others
- Be assertive
- Learn to tolerate and accept individual differences

## **What can you or should you do if you are a Bystander?**

- Care enough to do something about it, whether it affects you personally or not
- Early intervention can defuse a situation before it gets out of hand
- Report it to a teacher

## **Parents**

As a parent you can:

- Talk to your child about what is happening at school
- Support your child to be assertive but not aggressive in dealing with bullying
- Talk to someone at school who can help
- Be positive about your child's qualities and what he/she does
- Encourage your child to be tolerant, caring and not to use aggression to resolve conflicts
- Talk to someone at school who can help, following the procedure below
- Be aware of signs of distress in your child (see below)
- Assist your child to discuss the problem with a teacher
- Discourage any planned retaliation either physical or verbal, if your child is bullied
- Contact the school if you believe your child is being bullied

## Possible Signs of Bullying

Children may:

- Be unwilling to go to school
- Become withdrawn
- Begin doing poorly in school work
- Start stammering
- Cry themselves to sleep
- Start bedwetting
- Refuse to say what is wrong

## Staff

Staff will:

- Adopt positive **classroom management strategies** and **incorporate anti-bullying messages** in the curriculum, using a variety of strategies such as role plays, individual, group and home based activities
- Provide positive role models for students
- Actively counteract bullying behaviour
- Respond appropriately to any reported incidents of bullying
- **Be obviously present during recess and lunchtimes when they are on duty**, as a deterrent to possible incidents of bullying in the playground
- Apply school BMiS policy
- Refer to Administration for continued instances of bullying

## Procedure for Reporting Incidents

When an incident is disclosed or witnessed, try to establish:

- Where the incident took place – in the classroom, in the playground, on the way to or from school
- When the incident took place – during class times, during recess or lunch break, before or after school
- Who was involved – single student, group of students – any names where possible
- Why it took place – money, equipment, friends, power, other

Pass on this information to –

- The classroom teacher if it happened during class time, recess times or you are unsure of the time
- The Administration if it happened before or after school

If you witness an incident of bullying -

- Before or after school, report it to the Administration
- During morning or lunch break, report it to the teacher on duty

All reports will be written on to a response form.

When the matter has been followed through, a response slip may be sent to an appropriate adult and a copy kept for school records.

Any incident that you think warrants attention can go through the same process.

***Confidentiality will be maintained***

## Overview of Stages in Addressing Bullying

- Report the occurrence of bullying to the appropriate staff member (see previous section on reporting procedures)
- Teachers to address lower level bullying concerns and to use the **Method of Shared Concern** (see *attachment 1*) with students where appropriate
- For serious bullying issues or if no improvement has been achieved from teacher interventions (e.g. from using the Method of Shared Concern) the case is to be reported directly to the Principal for further intervention

## Using the Method of Shared Concern

The key to stopping bullying is getting those involved to talk about what is happening and decide on some ways to overcome the problem. The Friendly Schools, Friendly Families Project recommends that schools use the **Method of Shared Concern** where appropriate, which concentrates on finding a solution to the problem for all students involved. This strategy can also be used at home by parents.

### The Aim of the Shared Concern Method

The “method of shared concern” aims to change the behaviour of students involved in bullying incidents and improve the situation for the student being bullied. This method helps students to develop empathy and concern for others and gives them strategies that will help them to get along better with others in the school and at home.

### What happens in shared concern? – (See *Attachment 1 for Procedure*)

- Individual meetings are held, with each of the students involved in the bullying incident e.g. The student or students bullying, the person being bullied and any bystanders who may have seen what was happening
- Each student is asked about the problem and to suggest ways he/she personally could help to improve the situation
- The student being bullied is also given the opportunity to discuss what happened and encouraged to think of ways to improve the situation; and
- There is a follow-up meeting or meetings, discussion and planning that give the students the opportunity to change and improve attitudes and behaviour and to put these into practice in a supportive environment

### **PAVe (Preventing Anxiety and Victimisation through education) Program “Cool Kids - Taking Control” (developed by the Centre for Emotional Health and Telethon Kids Institute)**

Allendale Primary School has been selected as a trial school to assist with the evaluation of the effectiveness of the Cool Kids - Taking Control program. This program is designed to help those students who have been victimised by bullying. The aim of the program is to reduce bullying behaviour in schools and the associated negative outcomes, such as anxiety and depression. This trial program commenced with (signed parent consent) student questionnaire in 2014 Year 3 & 4 students and continues in 2015 and 2016 with student questionnaires.

For further information, to raise an issue or to report an incidence of bullying please contact the school on 99 641888

## Resources

The following websites represent examples of some of the online resources available that may inform schools in planning whole-school prevention and management approaches. Many have links to other valuable resources.

- [www.acara.edu.au](http://www.acara.edu.au) – *The Australian Curriculum; Australian Curriculum, Assessment and Reporting Authority* (2011)
- [www.agca.com.au](http://www.agca.com.au) – *Australian Guidance and Counselling Association*
- [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au) - *Safe and Supportive School Communities (SSSC) Project*; Queensland Department of Education, Training and Employment on behalf of the Australian Education Authorities (2013)
- [www.det.wa.edu.au/education/cmisis/eval/curriculum/ict/](http://www.det.wa.edu.au/education/cmisis/eval/curriculum/ict/) - *Managing Student Safety Online*; Department of Education (2013)
- [www.friendlyschools.com.au](http://www.friendlyschools.com.au) – *Friendly Schools Plus (2012)*; Child Health Promotion Research Centre, Edith Cowen University
- [www.mceecdya.edu.au](http://www.mceecdya.edu.au) – for the *Melbourne Declaration on Educational Goals for Young Australians (2008)*; Ministerial Council for Education, Early Childhood Development and Youth Affairs
- [www.mindmatters.edu.au](http://www.mindmatters.edu.au) - *Mind Matters Plus*; Australian Government Department of Health and Aging; Commonwealth of Australia
- [www.safeschools.deewr.gov.au](http://www.safeschools.deewr.gov.au) – *National Safe Schools Framework (2011)*; Ministerial Council for Education, Early Childhood Development and Youth Affairs. Department of Education, Employment and Workplace Relations; Commonwealth of Australia (2012)
- [www.safeschoolshub.edu.au](http://www.safeschoolshub.edu.au) – Department of Education, Employment and Workplace Relations; Commonwealth of Australia (2013)
- [www.thinkuknow.org.au](http://www.thinkuknow.org.au) – *ThinkUKnow Internet Safety Program*; UK Child Exploitation and Online Protection (CEOP) Centre. ThinkUKnow Australia developed by the Australian Federal Police (AFP) and Microsoft Australia



## **ATTACHMENT 1: The Method of Shared Concern**

This account is based upon suggestions made by Anatol Pikas, the author of the so-called Shared Concern Method.

The method involves several stages.

1. On the basis of reports or observations, identify and interview the 'suspected bullies' one by one.

Below is a proposed procedure, assuming in this case that the interviewee is female (the same procedure is used if male).

Greet her in a firm but friendly manner.

Explain briefly who you are and why you have asked her to talk with you: that is, because you are concerned about XXXX (the person being bullied)

Share what you have heard or noticed about how X is feeling; that she/he has appeared upset, lonely and quite depressed. But make no accusations.

Ask the student what she has noticed about X

As soon as there is any recognition by the student that things are not so good, ask:

WHAT CAN WE DO ABOUT IT?

Listen to her suggestions – or make some yourself. Reinforce positive responses.

Explain that you will be talking to others about how the situation can be improved

End on a positive note, and arrange for another meeting at a definite time to see how things have progressed

2. Next, interview the targeted student and explain what is happening. Stress that no-one is going to be punished. Discover more about the case, for instance, whether there may have been any provocation on the part of the target. Gain the target's confidence!

3. Meet with the suspected bullies again individually - and ascertain progress. If adequate progress has been made, convene a meeting with the group of suspected bullies.

4. At the 'bullies only meeting' help the students to make an agreed plan to resolve the conflict with the cooperation of the target.

5. At a final summit meeting – with the target now present - help the students to negotiate an acceptable solution.

As an exercise, role play with a partner Stage 1 above. Then discuss how the suspected bully felt about the interview. Then consider and evaluate the rest of the process and suggest when it could be used.