



DEANMORE PRIMARY SCHOOL
BULLYING POLICY

UPDATED 2016

PREVENTING AND MANAGING BULLYING POLICY

Rationale

All members of Deanmore Primary 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. Bullying will not be tolerated at our school.

Definition

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. Teasing or arguing between peers is not necessarily bullying.

Bullying involves:

- **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. 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.

Prevention

Members of the school community have the right to expect that schools are safe and supportive learning environments. This expectation comes with a shared responsibility by the whole-school community to prevent and effectively respond to behaviours that have the potential to affect school safety and wellbeing, *including* bullying.

To be read in conjunction with;

- Behaviour Management Policy
- Internet Usage Policy
- Mobile Telephone and Electronic Communication Devices Policy
- Bullying Policy

Rights and responsibilities of school community members.

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

		<ul style="list-style-type: none"> work effectively with the school in responding to bullying
Wider community: including other professionals	<ul style="list-style-type: none"> are strategically included in prevention and bullying management. 	<ul style="list-style-type: none"> provide support and input into the school's approach to preventing and managing bullying.

Whole-School Prevention Strategies

Positive school community

- Positive whole-school *Managing Student Behaviour* plan based on the teaching and recognition of respectful and pro-social behaviour.
- Active, trusting relationships within the whole school community.
- Strategies such as *KidsMatter*, to build students resilience and social/emotional learning.
- School culture that seeks to be proactive and restore relationships affected by persistent or unresolved conflict.

Positive classrooms:

- Supportive and inclusive classroom environments
- Effective classroom behaviour management approaches that teach and encourage positive behaviours, and address negative behaviours effectively;
- Promote the use of cooperative learning strategies.
- Implement evidence-based Social/Emotional Learning programs such as *Friendly Schools Plus*.
- Encourage and support help-seeking and effective bystander behaviour.
- Utilize social problem-solving approaches to resolve peer-based conflicts.

Intervention Strategies

- Implement developmental social/emotional learning curriculum which starts from the early years onwards and includes:
 - Understanding what behaviours constitute bullying;
 - Understanding the impact of bullying;
 - The development of effective bystander behaviour;
 - The development of positive social problem solving skills; and
 - Understanding cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship.

Playground strategies

- Implement playground strategies that include;
 - Highly visible and active approach to playground supervision

- Offer a range of organized activities during break time that encourage positive peer relations (school farm, library, music groups, choir, organized sporting activities)
- Provide developmentally appropriate playground activities and equipment for all students.
- Reinforce positive playground and pro-social behaviour.
- Whole school processes for responding to playground problem behaviours.

Intervention for Bullying Incidents

Deanmore Primary School has clearly articulated procedures for responding to incidents of bullying:

- Staff, students and parents have processes for reporting incidents of bullying or when they become aware that a student needs support because of bullying;
 - Staff **follow school Behaviour Management Policy and** use yellow behaviour incident report to alert administration of bullying incidents.
 - Parents contact the classroom teacher or administration staff to discuss any concerns regarding bullying.
 - Administration team reports any bullying incidents to parents of victim and bully.
 - Administration team record and monitor bullying incidents and interventions.
 - Administration team and parents work together to resolve bullying issues.
- Bullied students are provided with support to promote recovery and resilience; and include intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem-solving are used for responding to bullying incidents.
- Case management of students involved in persistent bullying is implemented.
- External support may be accessed through student services when required.