



ANTI-BULLYING POLICY

Overview- This policy supplements the Behaviour Development Policy

At Linden Park Primary School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Everybody has the right to be treated with respect, the right to teach or learn and a right to feel safe and secure in the school environment. When bullying does occur, incidents will be dealt with promptly and effectively in accordance with our behaviour development and anti-bullying policies.

Aims/Policy Outcomes

The aim of this policy is to prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in.

All members of the school community, staff, students and parents/caregivers have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school's policy.

This will happen in the following ways:

- All staff, students, parents/caregivers and school community members will have an understanding of what bullying is.
- All staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All students, parents/caregivers and school community members will know what the school policy is on bullying and what they can do if bullying occurs.
- Students and parents/caregivers will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, Student Representative Council, assemblies, bully audits etc.) and proactive teaching strategies (Child Protection Curriculum, Health & Physical Education lessons, class discussions, circle time, etc.) will be used throughout the school to reduce the opportunities for bullying to occur.
- We aim to create a positive, caring ethos within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

Behavioural Expectations

Positive behavioural expectations will be developed through the promotion of whole school approaches such as:

- School Values (Respect, Responsibility, Diversity, Creativity)
- [IB Learner Profile](#) characteristics
- IB Attitudes
- [Essential Agreements](#)
- [Child Protection Curriculum](#)
- [Play is the Way](#)
- Implementation of [Restorative Practices](#)
- Cyber safety practices (see Appendix 1)

These are to be implemented throughout the school with the aim of reducing opportunities for bullying to occur.

Bullying

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember **S.T.O.P.** – it happens **Several Times on Purpose**). Bullying is mean and results in worry, fear, pain and distress to the victims.

Bullying can be:

- **Emotional:** Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- **Verbal:** Name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- **Physical:** Pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- **Racist:** Racial taunts, graffiti, gestures, making fun of culture and religion
- **Sexual:** Unwanted physical contact or sexually abusive or sexist comments
- **Homophobic, Transphobic and Biphobic:** Because of/ or focusing on the issue of sexuality
- **Online/Cyber:** Setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- **Discriminatory:** Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Signs and Symptoms:

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- suddenly does not wish to attend school
- regularly feels ill
- does not complete work to their normal standard

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Procedures for reporting and responding to incidents of bullying

Linden Park Primary School implements Restorative Justice Practices. These practices ensure that there is a focus on the following questions:

- Who has been harmed?
- What are their needs?
- Whose obligations are these?
- How can relationships be restored?

All staff are expected to respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or other incidents:

- Report all bullying allegations and incidents to staff.
- Staff will make sure the victim(s) is and feels safe.
- Appropriate advice will be given to support the victim(s).
- Staff will listen and speak to all children involved about the incident separately.
- The problem will be identified and possible solutions suggested.
- Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour.
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- Staff will reinforce to the bully that their behaviour is unacceptable.
- The bully (bullies) may be asked to genuinely apologise and /or develop strategies to restore the relationship that has been harmed. Other consequences may take place and appropriate sanctions applied in accordance with Restorative Practices.
- If possible, the pupils will be reconciled.
- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
- In cases of serious bullying, the incidents will be recorded by staff and kept on record.
- In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Bullying incidents will be discussed regularly at staff meetings.
- Where necessary and appropriate, the Child Protection Officer in school, Social Services or police will be consulted.

The following consequences may be used as a result of a bullying incident:

- Apologise to the victim(s) verbally or in writing
- Loss of privileges
- Time out/Buddy Class
- Loss of playtime (stay with class teacher or do extra work)
- Time out in the office (Focus Room)
- Restricted play / individual behaviour development plan
- Parents invited in to school for a meeting
- Report to the Leadership team
- Withdrawal from participation in excursion and/or events not essential to the curriculum.
- Suspension (the process of suspending of a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day up to five days.)
- Exclusion (the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for multiple days, or up to ten weeks.)
- Expulsion (the process of permanently excluding the student from the school in which he or she is currently enrolled.)

Note:

In some instances it may be appropriate to suspend or exclude a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching. Suspension and exclusion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

Monitoring and Review

To ensure this policy is effective, it will be monitored and evaluated as part of the schools regular two-year cycle of policy review, when amendments will be made and submitted to the Governing Council.

Changes made will be communicated to the school community.

Bullying Audits will be conducted with students twice a year to monitor the incidents of bullying.

Data will be reported to Governing Council through the Student Learning Committee and through the Annual Report.

Appendix 1

Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful:

My Child being Bullied: A LIFE EFFECTIVENESS GUIDE

Australian Institute of Professional Counsellors

<http://www.counsellingconnection.com/wp-content/uploads/2011/04/MY-CHILD-BEING-BULLIED.pdf>

Bit of a long read but plenty of good info contained within.

Bully Stoppers

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>

Some great resources here, handouts, promotional materials etc. Huge amount of info here.

National Centre Against Bullying

<http://www.ncab.org.au/bullying/>

Great series of resources for parents, schools and kids.

There is a huge range of resources listed under the "Resources" section.

BBC Learning - Bullying

<http://www.bbc.co.uk/schools/parents/bullying/>

KidsMatter: Australian Primary Schools mental health initiative

www.kidsmatter.edu.au

The BRAVE programme (launched by BeyondBlue)

<https://www.youthbeyondblue.com/do-something-about-it/treatments-for-anxiety-and-depression/the-brave-program>

Take a Stand Together

<http://www.takeastandtogether.gov.au/under13/index.html>

My Great Big Adventure

<http://www.abc.net.au/abc3/mygreatbigadventure/>

Bullying-No Way

<http://bullyingnoway.gov.au/>

Australian Government website- Classroom resources relating to cyber safety (and some to cyber bullying):

* Budd:e - <https://budd-e.cybersmart.gov.au/primary/main.php>

* Cybersmart access

* Digital Citizenship

* Games and Quizzes

* #Game on

* Hector's World

* Zippepp's Astro Circus

* Stand Alone Lessons - <https://www.esafety.gov.au/education-resources/classroom-resources>

* <https://esafety.gov.au/>

Lauren's Ordeal

<http://www.teachertube.com/video/laurens-ordeal-135204>

Resources for Parents

<https://www.esafety.gov.au/education-resources/parent-resources>

Appendix 2

Strategies you can tell students who are being bullied:

- Don't blame yourself for what is happening.
- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group: bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, an SSO, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.

Strategies students can use if they know someone is being bullied:

- **Take action.** Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell an adult **immediately**. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

Strategies for parents/caregivers:

- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the school **immediately**. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- Make sure your child is fully aware of the school policy concerning bullying, so that they will not be afraid to ask for help.

Strategies for bystanders/onlookers:

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.

If you don't feel you can talk to someone about it, write it down and give it to a teacher/relative/friend