



Tirranna Public School Anti-Bullying Policy

Revised Term 1 2019

Rationale

Tirranna Public School wants to provide a safe and supportive learning environment for all students where students feel known, valued and cared for. We want our students to feel a sense of belonging, participation and achievement. Our school recognises that bullying occurs in schools and that bullying needs to be dealt with swiftly and with due thought to procedural fairness. We aim to build a strong and supportive culture so that bullying and anti-social behaviour is commonly understood to be unacceptable at Tirranna Public School.

What is Bullying?

Bullying is the intentional, ongoing behaviour by an individual or group of individuals that causes upset, distress, hurt or an intense sense of fear. Bullying involves intentional and wilful misuse of power in relationships. Bullying often seems to involve direct or indirect harassment, humiliation, violent or physical domination and/or intimidation of others. Bullying can happen to groups of students and individuals. Groups and individuals can be the source of bullying. Bullying is damaging to both the victim and perpetrator. It is often self-perpetuating. Bullying can be physical, verbal, psychological or cyber.

It includes, *but is not limited to*:

- **Verbal:** name calling, teasing, abuse, putdowns, insults or threats.
- **Physical:** hitting, punching, kicking, scratching, tripping, spitting.
- **Psychological (including Cyber):** ignoring; excluding; daring; manipulating; intimidation; making rude, cruel or crude gestures; racism; starting or spreading rumours intentionally; dirty looks; hiding or damaging possessions; inappropriate notes, letters, phone messages, emails or SMS; deliberate misrepresentation of views; and making verbal or written threats.

Rights and responsibilities:

All students and staff have the right to work in an environment free from violence, Intimidation and bullying.

Students' have the following rights and responsibilities at school:

Students' Rights	Students' Responsibilities
<ul style="list-style-type: none"> • To feel safe in the classroom 	<ul style="list-style-type: none"> • To ensure that you don't make others feel unsafe in the classroom
<ul style="list-style-type: none"> • To feel safe in the playground 	<ul style="list-style-type: none"> • To ensure that you don't make others feel unsafe in the playground
<ul style="list-style-type: none"> • To be able to be yourself without being bullied 	<ul style="list-style-type: none"> • To ensure that others are able to be themselves without being bullied
<ul style="list-style-type: none"> • To feel like other peoples' behaviour doesn't impact your learning or safety at school 	<ul style="list-style-type: none"> • To ensure that your behaviour doesn't impact the learning and safety of others



Whole School Strategies

Parental involvement is encouraged and the school's emphasis on developing quality relationships provide staff, students and parents with an environment that is positive and consistent. Tirranna Public School uses various strategies to inhibit bullying. These include but are not limited to:

- Using the PBL system
- Using the documents My Conflict Resolution Plan and My Behaviour Management Goals for student goal setting and self-reflection
- Using our Student Wellbeing and Welfare Policy
- Supervision of students
- Assessing and responding to risk by using a Risk Management Plan
- Committing to procedural fairness and swift management of concerns in line with our policy documents
- Communicating with the perpetrator and the victim so all parties know how the school has responded
- Building relationships with the students and families
- Modelling appropriate behaviour as staff
- Encouraging students to share their feelings using the Feelings Box
- Classroom programs and playground facilities ensure students are individually catered for academically, physically, socially and emotionally.

Classroom Strategies

- Anti-bullying lessons are delivered within PDHPE, as part of our PBL learning and when the need arises in the form of discussions with individual children, small groups or whole school.
- Social skills, including conflict resolution, are an integral part of these lessons. Students are given opportunities to discuss and implement ideas for effective use in the playground, for use during group activities and for use during team games.
- Class rules and expectations are negotiated with the teaching staff and students.
- A computer usage agreement is used to ensure appropriate use of computers. Students are aware that the Principal and staff have access to all student emails and search history and can view this at any time.

Practices to deal with bullying behaviours

- Instances of bullying should be reported to the teacher in the first instance so this can be looked into in a timely manner.
- Where the incident is considered to be less severe, the matter will be dealt with immediately using our school PBL system and Student Welfare and Wellbeing Policy, with the instigator being removed from further contact with the victim for a time deemed appropriate by the teacher on duty or school principal.
- Looking into reported or observed incidents will follow principles of the Restorative Justice program. This means that all parties to the incident, including any bystanders or witnesses, will be asked to give their point of view using the following questions or similar:
 - What happened?
 - What were you thinking at the time?
 - How did it make you feel?
 - Who has been affected by your actions?
 - What did you do to solve the problem?
 - What can you do to make things better?
 - What could you choose to do differently next time?

- Where an incident is considered serious, or the same students are involved in repeated incidents of bullying, the principal will be asked to look into this further.
- Written records of serious incidents will be kept. The principal (or delegate) will contact the parents of students involved in these incidents.
- A risk management plan and a monitoring process will be implemented and if necessary, counselling may be sought for parties involved.
- Where the bullying is persistent and/or violent, steps will be taken towards suspension.
- Where the bullying has been committed via cyber space then parents will be informed & computer privileges will be removed as per *Computer Usage Agreement*.

Role of the students, staff and parents:

All stakeholders have an important role to play in the identification, isolation and dealing with the issue of bullying.

Students:

- Report any bullying to the teacher or principal and ask for help
- Don't put up with being bullied
- Don't be intimidated by the bully not to tell
- Don't delay reporting the problem
- Help others who are being bullied by being a good bystander. Tell a teacher or the principal straight away
- Don't suffer in silence

Staff:

- Respond to all concerns
- Ensure all parties see that concerns taken seriously
- Take a proactive approach to supervision
- Monitor specific students
- Complete documentation
- Follow Wellbeing and Welfare Policy plans and any Risk Management Procedures
- Attend inservices when available and appropriate
- Report and manage any instances of bullying requiring further action to the principal as soon as possible

Parents:

- Be aware of changes in your child's behaviour and attitude at school
- Discuss any concerns with the classroom teacher or principal in a timely manner
- Ensure you know what action was taken
- Refrain from retaliating
- Model skills of self-discipline for your child
- Help your child learn from their actions and to develop a better understanding of how to behave in social settings.
- Read school newsletters
- Discuss with your child positive ways to handle situations giving an unbiased point of view
- Support the school in its efforts against bullying
- Work with the school to ensure reasonable standards of social behaviour from the children



CLASSROOM POSTER: How to handle children who bully you

- Avoid them.
- Walk away
- Never find yourself alone with them
- Stay in sight of an adult. There is often strength in numbers.
- Be firm and strong even if you don't feel it. Look them straight in the eye and stand up tall. Tell them to leave you alone and walk away.
- Ignore them, pretend you didn't hear the comment.
- Find a new friend. Play with friendly children.
- Get help from older students. They can give you advice, but it is not their job to retaliate
- Go to the office.
- Don't fight back physically or verbally. It just gets you in trouble too.
- Tell your class teacher or the Principal.
- Go to a trusted friend and seek help. They can give you advice, but it is not their job to retaliate.
- Don't suffer in silence.

Information for Parents

If your child is being bullied:

- Listen carefully to your child.
- Stay calm
- Get accurate details from the school. There is often many sides to an incident.
- Give your child some strategies to cope. Practise the strategies with your child.
- If your child is different in some way, help them to be proud of their differences.
- If the problem persists, seek assistance from the class teacher or principal.
- Encourage your child to seek help when the incident occurs. This helps the school to give a timely response.

If your child is bullying others:

- Initially you will be defensive and unbelieving. This is natural.
- Help your child to learn from their actions.
- Find out all the facts preferably from the school.
- Telephoning other parents can stir up a lot of unnecessary concern.
- Talk to your child but do not label them as a bully. Discuss the behaviours that need to change and give them strategies for this.
- Emphasise that bullying is not acceptable in your family.
- Role play alternative behaviours.
- Seek assistance. The school can help put you in contact with School Services.
- Be specific about consequences for continuing unacceptable behaviours.
- Praise appropriate behaviour.



My Conflict Resolution Plan

Name/s: _____

Date: _____

PBL Value that I could keep in mind: _____

The problem I'm having is: _____

Has this happened before?: Yes No once a lot often

How did I handle this last time? _____

How should I handle this now?

My conflict resolution goals:



My Behaviour Management Goals

Name/s: _____

Date: _____

PBL Value that I could keep in mind: _____

The problem I'm having is: _____

Has this happened before?: Yes No once a lot often

How did I handle this last time? _____

How should I handle this now?

My behaviour management goals:



Tirranna Public School Computer Usage Agreement

Name:

Date:

I am aware that using a computer or iPad at school requires me to be a trustworthy member of the school.

If I use the computers and devices at school, I know that:

1. My job is to make sure that I am using a device only as I have been asked to. I am not using this device responsibly if I do not do this.
2. I am not allowed to use a device to bully another student. This means that I am not allowed to tease, criticise, intimidate or be unkind in emails or when writing in comment boxes. This is called Cyber Bullying and it is illegal.
3. I understand that I need to take responsibility for what I do while I am on a computer or device at school.
4. I understand that the Principal and school staff have access to view my emails and search history and can view this at any time.
5. I understand that my computer privileges will be suspended if I break this agreement.

I agree to this: _____ (student's name)