

Forest Crescent Primary School



BULLYING POLICY

2022

At Forest Crescent Primary School, we are committed to making a safe and caring school environment for students, teachers and community members by developing relationships based on care, mutual respect and open communication. Our Bullying Management Policy compliments our Student Behaviour Management Policy and should be read in conjunction.

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

1. **PURPOSE:**

- To give all members of the school community a shared understanding of what constitutes bullying and harassment.
- To provide a straightforward procedure to deal with bullying.
- To maintain a commitment to the school ethos and purpose of providing a safe and caring environment free of bullying and harassment.

2. **MEANING OF HARASSMENT AND BULLYING**

What is harassment?

Harassment is considered any unwelcome or unwanted behaviour or conduct that may be anticipated to offend, humiliate, or intimidate another person. It often involves ridiculing the characteristics of another person's identity, such as their race, creed, ethnicity, physical features, gender or sexual orientation, parenting status or economic status, in order to achieve power over them.

Harassment can include, but is not limited to, the following:

Physical - fighting, kicking, punching, hitting, shoving, pinching, abusive gestures, moving in on one's personal space.

Verbal - use of words in an insulting and malicious way, teasing, swearing, put-downs, spreading rumours, repeated abusive phone calls or text messages.

What is bullying?

Bullying is:

A repeated, unjustifiable behaviour that may be physical, verbal, and/or psychological in nature that is intended to cause fear, distress or harm to others. Bullying is conducted by a more powerful individual or group against a less powerful individual who is unable to actively resist.

Verbal:

- Such as name-calling or spreading rumours.

Psychological:

- Such as exclusion or threatening gestures.

Physical:

- Such as hitting or kicking.

Power Imbalance:

- By a more powerful individual or group against an individual who is unable to resist effectively.

Cyber Bullying is: (Read in conjunction with Bullying is...)

Bullying that is carried out through an internet service, such as e-mail, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as SMS and other social networking sites.

Cyber Bullying Examples

Cyber

- Teasing, spreading rumours online, sending unwanted messages, defamation.

What is a Bystander?

Bullying is often a public display of asserting power. Bullies often need an audience to reinforce their behaviour. A bystander is part of the problem with bullying if they do nothing when bullying occurs.

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, and
- Gossiping about incidents and, in the process, enhancing the reputation of the student who is bullying.

Students can inappropriately support bullying behaviour in an active way by:

- Verbally encouraging bullying behaviour or laughing and smiling at the bullying.
- Preventing the student who is being bullied from escaping the situation.
- Shielding the situation from an adult's view or acting as a "lookout".
- 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.

Children observing bullying are encouraged to report the behaviour to a teacher.

3. RIGHTS & RESPONSIBILITIES:

All members of the school community have the right to be an individual, be respected and treated with kindness, feel safe, and achieve his or her 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.
- Follow the correct procedure in attempting to resolve conflict.

4. 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.
- Have headaches and stomach aches.
- Have torn clothing, bruising or cuts.
- Bully siblings at home.
- Request extra money or lose valuable things.
- Self harm
- Feign illness

5. PRE-EMPTIVE MANAGEMENT OF BULLYING:

STUDENTS

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

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.
- 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.
- Be aware of signs of distress in your child (see above).
- Assist your child to discuss the problem with a teacher where appropriate.
- Discourage any planned physical or verbal retaliation if your child is bullied.

STAFF

Staff should:

- Adopt positive classroom management strategies and incorporate an anti-bullying message in the curriculum, using a variety of strategies such as role-plays, individual, group and home-based activities.
- Provide positive role models for students.
- Be present during recess and lunchtimes when they are on duty, as a deterrent to possible incidents of bullying in the playground.
- Model and discuss with students strategies to combat bullying e.g. Assertiveness, Anger Management, positive body language etc...
- Be proactive about recording and/or reporting incidents occurring between students that appear to contain elements of bullying type behaviour.

6. PROCEDURE FOR REPORTING INCIDENTS

When you **hear** of an incident from a sibling or student from the school, 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 morning 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
- If any teachers or staff were notified

Pass on this information to –

- The Classroom Teacher if it happened during school time or you are unsure of the time.
- The Principal or Deputy Principal if it happened before or after school or you feel it has not been dealt with satisfactorily.

7. PROCEDURES ON RECEIPT OF A REPORTED INCIDENT

- All reports will be logged on to a response form (see attached) by either the classroom teacher, Principal or Deputy Principal.
- Incident to be investigated by teachers, Principal or Deputy Principal where appropriate.
- For serious bullying incidents, the case is to be reported directly to the Principal or Deputy Principal for further intervention.
- When the matter has been followed through, a response slip may be sent to an appropriate parent/caregiver and a copy kept for behaviour management records.
- Confidentiality will be maintained.

8. RESPONDING TO BULLYING:

STUDENTS

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 – To whom can I talk?

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

What can 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, parent, Principal or Deputy Principal.

PARENTS

As a parent you can:

- Talk to someone at school who can help following the procedure outlined above.
- 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.

STAFF

As staff we can:

- Be actively involved in the reconciliation process after incidents occur.
- Model and discuss with students strategies to combat bullying e.g. Assertiveness, Anger Management, positive body language etc
- Be proactive about recording and/or reporting incidents occurring between students that appear to contain elements of bullying type behaviour.
- Actively counteract bullying behaviour.
- Respond appropriately to any reported incidents of bullying.
- Address lower level bullying concerns and use the Method of Shared Concern (see below) with students where appropriate.
- Ensure the incident has been followed through, a response slip sent to an appropriate adult and a copy kept for behaviour management records.

Once confirmed as a case of bullying, the perpetrator will then be placed on the Behaviour Management continuum and receive the appropriate consequence as outlined in the policy, dependent on the severity of the bullying and the current Behaviour Stage. They will also participate, where appropriate, with the victim in the resolution process of Shared Concern.

9. USING THE METHOD OF SHARED CONCERN

Philosophy

The key to stopping bullying is getting those involved to talk about what is happening and decide how to overcome the problem. The Friendly Schools, Friendly Families Project recommends that schools use the Method of Shared Concern where appropriate, concentrating 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 develop empathy and concern for others and gives them strategies that will help them get along better with others in school and at home.

With shared concern;

1. 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;
2. Each student is asked about the problem and to suggest ways he/she personally could help to improve the situation;
3. The student being bullied is also given the opportunity to discuss what happened and encouraged to think of ways to improve the situation; and
4. 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.

10. ASSISTANCE AVAILABLE TO STAFF, STUDENTS and PARENTS.**Reference Materials:**

There are a number of references available to assist with the issues of behaviour management and Bullying. Some of these are available from the school.

Reference	Author
Friendly Schools Project	WA Centre for Health Promotion Research (Curtin University)
Friendly Kids, Friendly Classrooms	McGrath
Bullying in our Schools and What to do About it	Ken Rigby
Supporting our Sons in Schools	Reilly & Horton Jones
Bullying – Home, School and Community	Tattum and Horton-James
Bully Busting	Field
Bullying in Schools	Rigby & Slee
Boys & Schooling	Lillico
Class Act Theatre - Bully Busters Play	www.classact.com.au
What Can You Do About Bullying	Coosje Griffiths

School Psychologist / Chaplain

Access to the School Psychologist / Chaplain is available where appropriate to:

- assist in the development of individual behaviour plans;
- conduct appropriate testing of students;
- counsel students;
- advise staff; and
- advise parents;
- coordinate special programmes- Rainbows etc

Our School Psychologist is available on Wednesday and Thursday, and the Chaplain is available on Tuesday and Wednesday. However, the Psychologist / Chaplain may be able to be accessed at other times if required.

11. POLICY REVIEW & MAINTENANCE:

- The Whole School Bullying Policy will have input from the school community through the School Board.
- The policy will be reviewed at regular intervals; currently every 2 years.
- The School will promote the policy through newsletter items and assembly items.
- The administration will allocate time to review and maintain the policy.



**FOREST CRESCENT PRIMARY SCHOOL
BULLYING INCIDENT REPORT FORM**

Date: _____ Reported by _____ (Student / Parent / Staff/ Community)

Where the incident took place: Playground / Classroom _____ To / From School

Nature of the incident: Bullying Physical / Verbal / Power / Psychological / Cyber
 Fighting Stealing Abusive Language
 Safety Other: _____

Description of event: _____

Who was involved: Single student / Family Member / Other student: _____

Names (if possible): _____

Victim: Person reporting the incident / Family member / Other student: _____

People Notified: Class Teacher / Principal / Deputy Principal

✂ _____

Dear _____

Thank you for bringing this incident to our attention.

This incident has been addressed by: _____ and the result to this point is

If you have any further concerns, please contact: _____

Date: _____