



CAMPBELLTOWN PUBLIC SCHOOL ANTI-BULLYING POLICY

February 2013

STATEMENT OF INTENT

At Campbelltown Public School we recognise that bullying can thrive in the closed world of children and therefore all schools need to create an atmosphere of openness and reporting. We also recognise the role of parents and the community in influencing how we deal with bullying in the community.

The stress for targets of bullying will have far reaching effects on their personal and social development as well as a considerable impact on their educational achievements and the educational achievements of their peers.

Total elimination of bullying will be a difficult, if not impossible, task. It is, however, the duty of all staff, students and parents to pursue this ideal with determination and vigour. Students are entitled to enjoy their educational experience without fear of harassment from any sector of the school community.

The aim of this policy is to empower the whole school community to recognise and respond appropriately to bullying and harassment and to contribute to the general health and well being of all students.

We have therefore adopted the following two themes which will maintain our common focus:

1. Everyone has the right to feel safe all the time.
2. It's O.K. to tell someone if you are being bullied.

Definition of bullying:

Bullying is not the same thing as a disagreement between two people.

Bullying is the misuse of power, position or privilege. It is done to intimidate, coerce, create fear, control. It is intended to embarrass, exclude, or cause pain or discomfort.

It is a systematic and repeated offence.

It may be:

- **physical bullying:** being hit, tripped, kicked, pinched etc
- **verbal bullying:** being called names, teased, put down etc.

- **Psychological bullying:** being threatened, stalked, gestures etc.
- **Social bullying:** being ignored, having rumours spread about you, excluding someone etc.
- **Sexual bullying:** unwanted touching or brushing against someone, picking on someone because of their sexual orientation etc.
- **Cyber bullying:** insulting someone in chat rooms, sending cruel or threatening. Emails/text messages; using the web, chat rooms or mobile phones to spread rumours or information about someone etc.

Cyber Bullying (continued)

- The incidence of electronic bullying is ever increasing as our students have greater access to mobile phones and the internet. This subtle form of bullying can be more vicious as it can be done in a cowardly manner without the victim even knowing who sent them a message via a text message or using an internet program such as MSN.
- Students are not allowed to use mobile phones while at school nor are they able to use MSN. However, they do have access to email. Should an incident of bullying involving an electronic medium occur at school then the school will deal with the issue by following the usual policies.
- The school cannot be responsible for acts of bullying that occur outside the school, this is the domain of the parents. This includes physical as well as electronic forms of bullying. However, the school does recognise that any bullying can affect the academic progress and the emotional well being of a student.
- If a student is subject to bullying outside the school then they are encouraged to inform the school or request that their parents inform the school. The school will not take responsibility for those acts of bullying in terms of discipline but will note them, and if warranted, pass the information on to the applicable parents. It is the family's responsibility to discipline children out of school endorsed activities.
- If the school becomes aware of bullying incidents that are occurring outside the school and they are having an effect on the well-being of the student, the school will inform the student's parents and offer advice.

Bullying may be;

- be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge.
- make people feel threatened.
- systematic and ongoing, continue over time rather than one off.
- be hidden from adults.
- continue if adults and peers take no action.
- any form of behaviour that is not welcome and not asked for.
- distressing and hurtful to the target rather than good-natured fun.
- always one way rather than an exchange.

Signs of Bullying:

Bullying may be very hard to detect as perpetrators rarely “perform” in view or ear shot of Staff. The people who are most likely to know what is going on first hand are other children. Our school outlines some general behavioural signs that parents and staff should look for:

- bruises, scratches or cuts that the child cannot really explain.
- torn or damaged clothing.
- damaged or missing belongings.
- headaches, stomach aches and other pains that the child cannot explain.
- unexplained tears or depression.
- unusual outbursts of temper.
- school refusal.
- not seeking to socialise with peers.
- seeking alternative means or route to / from school.
- quality of academic work decreases.
- seeking money without reason.

NOTE: Bullying may not be obvious. It may be underlying and malicious.

OUTCOMES:

- Students receive support from teachers and peers while at school. In addition to this, students are encouraged to recognise and access resources that are external to our school that will support their right to feel safe and happy (e.g. Kids' Helpline, Reach Out).
- Students will be self-monitoring, aware, resilient and effective communicators.
- There will be a reduction in the incidence of teasing and bullying.
- School staff will have a clear mandate to act on teasing and bullying with clear consequences for these behaviours.
- Parents will be encouraged to educate their children about bullying.

STRATEGIES FOR DEALING WITH REPORTING BULLYING: STUDENT REPORTING OF BULLYING

School Based Pathways: Resolution of Bullying Issues at Campbelltown Public School.

1. First Pathway - Open Discussion. / “No Blame Approach”

When an issue of bullying is first reported in our school, the parties involved will be interviewed separately and written statements will be obtained and later filed in the Principal's office and also on Sentral. The parties will then be brought together to allow each to communicate their position and to understand the position of the other in the presence of the interviewer. A letter will be sent, or call will be made to parents of the parties involved documenting the process. A proforma for this can be found on Sentral.

A MEDIATION PROCESS FOR ADDRESSING TEASING AND BULLYING INCIDENTS

1. Both people agree to the ground rules
 - No interrupting
 - No name-calling or put-down
 - Tell the truth
 - Work to resolve the conflict

2. Telling the story
 - First person tells his/her side using "I-messages"
 - Second person restates the other person's problem
 - Reverse roles and repeat
 - Mediators summarise the problem

3. Both parties suggest possible solutions:
 - Think of ways to resolve the issue

4. Both agree on a solution
 - Is it specific? Who, what, when, where and with whom?
 - Is it balanced? Both people need to share responsibility for making it work.
 - Is it realistic? Can both people do what they have promised?
 - Will it solve the problem? Does it address the real problem?

5. In the future
 - Both people talk about how they can avoid the same problem in the future.

6. Closing
 - Congratulate students for solving their issues.

2. Second Pathway – Formal Interview (punitive response and counselling offer)

A repeat of an issue dealt with via the first pathway will lead to a formal interview comprising the following people:

*Students involved (victim and perpetrator)
Class Teacher/s
Assistant Principal of Stage
Principal*

Parents notified via phone call (and/or attend meeting)

Red Level One (minimum)

Punitive measures will be implemented as deemed appropriate along with the suggestion that either internal or external counselling be sought by both parties. The process will be documented by letter/phone call to all parties involved.

3. Third Pathway – Red Level 2 or 3

A repeat of an issue dealt with via the second pathway will lead to further punitive measures e.g. suspension etc. Parents will be contacted by telephone and asked to come to the school to meet with the Assistant Principal of the stage and also the Principal.

Contextual Considerations:

It is fair to say that degrees of bullying need to be taken into account when the school decides its response. For example, should a Year 6 student deliberately physically assault a Year 1 student without provocation, then it would not be prudent for the school to deal with the resolution through first pathway only. Conversely, the first pathway would be ideal for a situation where for the first time one Year 5 student was teasing another without realising the hurt that this was causing.

The school therefore reserves the right to assess each situation on its merits and respond via the most appropriate pathway.

TEACHER'S RESPONSIBILITIES

Do

- Acknowledge that teasing and bullying exists at our school.
- Believe that teasing and bullying is a serious problem that needs to be tackled by the whole school.
- Have a clear understanding of what comprises teasing and bullying.
- Be aware of the effects of teasing and bullying on ALL those involved.
- Remember that all children have a right not to be bullied.
- Implement the school's policy and procedures **CONSISTENTLY** and **DILIGENTLY**.

Don't

- Accept teasing and bullying as a natural part of growing up.
- Underestimate the effects of teasing and bullying on the whole school community.
- Think in stereotypes - you will miss incidents if you do; bullies and victims do not come in standard shapes and sizes.

HOW CAN WE BEST SUPERVISE THE 'AT RISK' AREAS IN THE SCHOOL?

Do

- Be aware of high-risk students.
- Be aware of high-risk places and times, mapping risk areas in the school to assist in improved supervision and use playground folders diligently.
- Be punctual to classes, assemblies and duties.
- Be mobile, visible and involved with students when on duty.
- Be observant and watchful both in and out of the classroom.
- Encourage staff, students and parents to act as observers and report incidents.
- Acknowledge students 'doing the right thing'.
- Be aware of vulnerable students who:
 - are new to the class or school;
 - are different in appearance, speech or background;
 - suffer low self-esteem;
 - demonstrates 'deflective reactions' reactions when bullied;
 - are nervous or anxious.

- Be PROACTIVE rather than REACTIVE.
- Remember 'Duty of Care'.
- Have high expectations.
- Be seen to be fair.
- Record incidents in the playground monitoring folders.
- Let students know that all staff are available to discuss any problems.
- Be INSISTENT, PERSISTENT and CONSISTENT.

Don't

- Ignore students' complaints or problems.
- Dismiss students as attention seekers or complainers.
- Expect students to 'sort it out', 'get tough' or 'cope alone'.
- Be overprotective and refuse to allow the student to help him/herself.
- Overreact to incidents - treat them in context.
- Ask "Why" type questions or attempt to assign blame or guilt to the bully.
- Play favourites.
- Label the student/parents.
- Make references to other members of the family, "just like your brother".
- Give bullies mixed messages by using inappropriate punitive measures.

ROLE OF PARENTS:

If you believe your child is involved in bullying, either as a target or as an aggressor, it is appropriate to communicate this information to the school by contacting a *classroom teacher* or *Stage Supervisor* as soon as possible.

Advice for parents:

- If you suspect that your child is involved in bullying at school, either as a target or as an aggressor, encourage them to talk to you about it.
- Never dismiss the matter by saying it is the child's responsibility to deal with it, either by standing up to the bully or ignoring it.
- Don't be too over-protective either. Your child should be encouraged to come to school after the school is made aware of the situation.
- Listen carefully and sympathetically. Try to get the relevant facts without interrogation.
- Encourage your child to tell someone at school about it.
- Describe accurately what has been happening to your child to your contact at the school.
- Be prepared to work with the school to resolve the issue/s.

SUPPORT THROUGH THE CURRICULUM:

Campbelltown Public School works actively through subject-specific curriculum and the Welfare Program to raise awareness concerning the issues related to bullying, and to reduce the frequency and severity of bullying incidents within the school community.

Subject Specific Curriculum:

- Buddies not Bullies program through peer support. Allows senior students to be leaders and mentors to younger children whilst also teaching all students lessons about anti-bullying
- ***PD/H/PE*** Curriculum includes dealing with bullying and conflict resolution
- ***Other KLA's*** Identify specific opportunities to reinforce conflict resolution and anti-bullying.
- **PBIS** Identifies teaching awareness of social skills through explicit teaching of anti-bullying and peer support. It also implements anti-bullying lessons in the curriculum.