PINGELLY PRIMARY SCHOOL
ANTI-BULLYING POLICY

Overview

Pingelly Primary School is committed to developing positive behaviour and self-management skills in our students. Students, parents and teachers need to have a clear understanding of expected behaviour at school and in the wider community.

BELIEFS

- *Consistently high quality positive relationships are the key to effective student management;*
- *Students accept responsibility for their own behaviours;*
- *Consequences reflect actions; and*
- *Discipline is a shared responsibility between parents and school.*

Common Understandings About Bullying

Definition of Bullying

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them that is persistent and repetitive. This may involve verbal, physical, relational and psychological forms of bullying.

Types of Bullying

Bullying takes many forms and can include:

- 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.
- Psychological Bullying: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to a group or 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 from their social connections, 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.
- Cyber Bullying: Involves the use of information, image and communication technologies such as e-mail, 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 to Bullying:
  Bullying also involves the concept of "bystanders". A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the school community at Pingelly Primary School need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

School Implementation

At Pingelly Primary School we will:

- use cooperative learning strategies with students;
- implement effective classroom behaviour management methods;
- develop trusting and inclusive classroom environments;
- talk in a way that allows students to reflect - not react, and behave in a way that allows students to accept - not defend, through the use of Self-Control Checklist language;
- use evidence-based programs such as "You Can Do It", and Challenges and Choices, in the classroom;
- encourage and support help-seeking and effective bystander behaviour;
- reinforce good examples of communication and conflict resolution; and
- long term, whole school curriculum outline in the Whole School Health and Well-being plan.

Playground strategies at Pingelly Primary School include:

- a coordinated, highly visible and active approach to playground supervision;
- provide safe places for students with different needs;
- identification of and supervision adjustments to high-risk situations;
- offering a range of activities during break times that encourage positive peer relations and networks;
- recognising and reinforcing positive playground behaviour and positive social relationships,
- playground incidents reported to classroom teachers and Administration (if necessary);
- providing equal access to developmentally appropriate outdoor activity areas and equipment for all students.

Consequences

If student bullying persists:

· Parents will be contacted and a meeting requested immediately;

· Consequences will be implemented consistent with Pingelly Primary School's Behaviour Management Policy;

· Consequences for students will be individually based and may involve:

      · Exclusion from class;

      · Exclusion from the playground;

      · Withdrawal of privileges.

NO BLAME APPROACH

When bullying is observed or reported the following steps will be taken by all staff members and clearly documented:

1. **Interview with the victim**

Encourage the victim to talk about feelings caused by the incident. Do not question directly about the incident. Allow the victim to offer information.

2. **Meet with the other student/s involved**

Meet with all students involved in the incident including bystander not with the victim.

3. **Explain the Problem**

Explain the victim's feelings. *At no time discuss the details of the incident or allocate blame to anyone or group*.

4. **Share Responsibility**

It is then stated to the group that they are responsible and can do something to correct the situation.

5. **Ask the group for their ideas**

Each member of the group is encouraged to suggest ways in which the victim could be helped to feel happier.

6. **Leave it up to them**

Responsibility is passed over to the students to solve the problem. Teacher arranges to meet again to see how things are going.

7. **Meet Again**

About a week later meet with all students, including the victim to see how things have been going. Repeat the process if necessary.

8. **Pass on information**

Meet with the student's classroom teacher to up-date the situation.

SELF CONTROL CHECKLIST (Reflective Language)

The teacher must talk in a way that allows students to reflect - not react, and should behave in a way that allows students to accept - not defend. Teachers are to use language prompts and language that encourages self-control and must take the time to use language prompts to redirect behaviour both in front of the class and individually.

This language is firmly embedded throughout our school. When dealing with children, it is important to maintain your composure and speak in a calm manner whilst utilising these phrases. Always give time for the child to respond.

Every teacher uses a common language approach as outlined below (reflective poster):

- **Right or wrong thing to do?**

- **Strong decision or weak decision?**

- **Feelings or thinking in charge?**

- **Being your own boss or asking me to be the boss?**

- **Are you running away from the problem or dealing with it?**

- **Am I trying to hurt you or help you?**

"Was that the right thing or wrong thing to do?"

This gives the child a chance to work out why they are being "disciplined" and provides you with a discussion starting point.

"Did you make a weak decision or strong decision?"

"Weak decision" is when a child decides to do the wrong thing. "Strong decision" is when a child makes sensible 'right' decisions.

"Is your thinking or are your feelings in charge?"

This is used to diffuse emotional reactions from students when getting them to reflect on their behaviour.

"Are you going to be your own boss or do you need me to be the boss of you?"

This is empowering students to make decisions about their actions and even choosing their own consequences. If they are still not complying, you become the 'boss', take over the situation and choose the consequence for them.

"Are you running away from the problem or dealing with it?"

This is when a situation is created that the child needs to 'fix' and they are refusing to deal with it.

"Am I trying to hurt you or help you?"

This is to get the student to realise that the aim of the questioning is to ultimately improve their behaviour. This makes the teacher an ally, not an enemy.

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