ANTI BULLYING

2017

**BULLYING**

Bullying is repeated intimidation, over time, of a physical, verbal or psychological nature, of a less powerful person by a more powerful person or group of people.

Bullying is a system of behaviour that is deeply embedded in all aspects of our culture and is usually carried on in secret, shared only be the victim and the perpetrator. Almost as deeply embedded is the ethos of "not telling" by either the victim or by on-lookers.

But the definition of bullying behaviour has broadened beyond the traditional concept of the physical to include a range of behaviour that expresses itself in 'repeated aggression, psychological or physical, of a less powerful person by a more powerful person or group of persons' (Rigby 1961).

We need to realise that bullies are everywhere, not just in our schools. To attempt to deal with the problem, open transparent and factual collaboration between the school, teachers, parents, students and the broader community is essential. Children need to learn how to deal with school bullies in order that they can develop the social survival skills to deal with the bullies they may meet outside of the school environment and in adult life.

Evelyn M Fields, author of "Bully Busting" believes that the key issue in dealing with bullies is publicity. Violence is bred in secrecy. So everything the school believes in about bullying, everything it does must be publicised to everyone. Then everyone will know that bullying, is unacceptable and when an individual is caught, there will be consequences for not respecting this rule.

However, research indicates that despite doing all we can to prevent bullying there will still be bullies. Therefore we need to teach our students the skills required to protect themselves and avoid being bullied.

Bullying should not have to be part of a child's growing up. By working together, the students, teachers and parents of Glendale East Public School can make a difference.

# Glendale East Public School

**SCHOOL POLICY ON BULLYING**

Bullying is a pattern of behaviour by one person or a group towards another or a group that is designed to hurt, injure, embarrass, upset or cause discomfort.

**Types of Bullying:**

There are many forms of bullying but those listed below are probably the most common.

**Physical**

Hitting

Kicking

Spitting

Throwing stones

Throwing sticks

Branding

Tripping

Pushing

## Verbal

Insults

Name Calling

Teasing

Swearing

**Isolation**

Exclusion from games or activities.

Group secrets

Note passing

### Gestures

Pulling faces

Obscene gestures

Staring

Dismissal

### Extortion

Demanding money

or goods

**Intimidation**

Threatening

Overt threatening

Covert threatening

Note Passing

**Damage to Property**

Hiding property

Damaging property

Our school does not tolerate bullying, or harassment.

All teachers are firmly committed to putting an end to acts of bullying.

Victims of bullying will be supported. No one deserves to be bullied even if their behaviour is irritating or annoying. There are other positive and constructive ways to deal with irritating and annoying behaviour.

**THE ROLE OF THE SCHOOL:**

The role of the school in the prevention of bullying includes:

* sending very clear messages to students as to what is acceptable behaviour.
* consistently applying sanctions against bullying behaviour.
* creating an environment where students care for and are interested in each other.
* providing the students with skills to solve problems and avoid conflict.
* establishing links between the school and the community
* implementing a school bullying program as required

### COMBATING BULLYING PROGRAM

**Scope of the Program**

I Identification of bullying practices which are most prevalent in the school through -

* staff discussion
* surveying the students of the school

2. Clear and consistent communication to students that bullying is not acceptable behaviour

* Posters prepared, discussed and displayed if necessary
* Reinforcing the message through literature, art and musical activities

3. Developing skills so that victims can attempt to solve the problems themselves.

* Poster presented outlining steps that can be taken eg.

 'Stop it Now'

 Discussing the problem

 Ignoring the bully

 Walking away

 Telling someone

4. Empowerment of victims and witnesses to know when and how to report incidents of bullying and harassment -

* Use of a poster
* Role play situations to develop skills

5. Who are bullies?

* Class discussion and or surveys in all or some classes on what makes a bully.
* Use of a poster to reinforce the concepts.

6. Sanctions for bullying and harassment clearly outlined through the use of a poster. Teachers establish a bullying register.

7. Register maintained and updated as necessary.

8. Revisiting the program during the year through Art, Literature, Music, Debating, etc.

Monitoring effectiveness of the program through observation and records of incidents of bullying.

NB this program will be implemented when evidence from school collection systems dictates.

Staff Background Information

Bullying is repeated intimidation, over time, of a physical, verbal or psychological nature, of a less powerful person by a more powerful person or group of people

Many students are confused about when "dobbing" is acceptable and when it isn't. Have at least one session about this issue, because many students will suggest "telling the teacher" as a possible alternative solution when you are problem solving.

Students and teachers alike, often frown upon asking for help from a person in authority, and yet it is a reasonable solution when used appropriately.

Most adults would report a theft or assault to a person in authority, i.e. a police officer. If someone has blocked your car in, you would probably try to solve the problem yourself first, e.g. by looking for the person who owned the car and asking for co-operation. But if that was not effective (the person may have disappeared or they may be unwilling to help), you might then request assistance from someone in authority, e.g. the manager of the car park, a police officer.

Mostly our motives are reasonable ones, in that we want the problem solved and we don't have the power or the resources to solve it ourselves. Sometimes, however, we wish to see the "offender" punished for the infringement of a social or legal rule, just as some students do. It is worth examining your own attitudes to "dobbing" so that your students can be clear about when it is a reasonable solution.

The implications for teachers are that we:

* become role models in word and action at all times
* be observant of signs of distress or suspected incidents of bullying
* make efforts to remove occasions for bullying by active patrolling during supervision times.
* take steps to help victims and remove source of distress without placing the victim at further risk
* report suspected incidents to the appropriate staff member who will follow the procedures set out in this policy.

This requires that students:

* refuse to be involved in any bullying situation.
* to take some form of appropriate preventative action when bullying occurs.
* report the incident or suspected incident and help break down the code of secrecy.

If students who might be bullied have the courage to speak out, they may help to reduce the pain for themselves and other potential victims.

### Suggested Teacher Strategies For The Teaser Or Bullier

1. **Warning** ~ refer student to the specific rules regarding teasing and bullying.
2. **Isolation** ~ to a defined area within the classroom or playground for the remainder

of the session.

1. **Removal** ~ from area or activity & Student Welfare Committee and staff notified

notified. Regular school based detention applied.

1. **Return** ~ to activity or playground

~ possible restricted time in playground

~ continued monitoring

~ possible restricted access to peers.

5. **Further Incidents** Refer to Procedures for dealing with Teasing and Bullying

flowchart.

**Suggested Teacher Strategies To Prevent The Likelihood Of**

**Teasing Or Bullying.**

 **Ensure Quality Supervision**

* be punctual to duty or class
* remember our “Duty of Care”
* maintain effective communication
* be aware of “risk areas” in the school

 **Acknowledge or Follow-Up Incidents**

**DON’T DO**

* ignore • be accessible
* send children away • give children a chance to explain
* overreact to the incident • treat each incident seriously

 **Follow School Policy & Procedures**

* implement procedures
* use the suggested strategies and ideas

 **Implement a Personal System for Recording Teasing & Bullying Incidents**

* consider the use of a personal recording book
* remember to keep Welfare Committee &/or Executive informed

It is vital that as teachers we are being seen to take action.

Taking action stops bullying – silence and secrecy nurtures bullying.

DON'T

🗴 ignore student's complaints or problems

🗴 dismiss students as attention seekers or whingers

🗴 expect students to sort it out, get tough or cope alone

🗴 be over protective and refuse to allow students 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 students / parents

🗴 make references to other members of the family -just like your brother

🗴 give bullies mixed messages by using inappropriate punitive measures

🗴 give additional chances and warnings to offenders

**Possible Indicators of Teasing and Bullying**

* Under achievement
* Refusing to attend school
* Personality change - snappy, withdrawn, tired, outbursts of crying, weepiness
* Loss of appetite
* Lack of confidence, withdrawn from social activities
* Temper flare-ups, abusive language, impulsive hitting out
* Avoidance of specific lessons/days
* Change of routine - route to /from school
* Late for school/ staying late at school
* Desire to work/play near supervising teacher
* Mislaid books, belongings, equipment
* Torn/damaged clothing, belongings
* Bruises, cuts
* Psychosomatic illnesses
* Jumpiness, forgetfulness, distractibility
* Reports from self, peers, parents

### Over-riding Guidelines

1. Students should, in most circumstances, attempt to solve the problem themselves first and only refer the problem to a teacher if their efforts are unsuccessful. They should be encouraged to speak assertively and make firm requests, to elicit support from their friends, or to ignore problems that can be ignored.
2. Students should be prepared to explain to the teacher what they have done to try and solve the problem and to justify why they are asking for help from a teacher.
3. Circumstances where a student is obliged to seek help from a teacher should be agreed upon, e.g. when there is physical danger to anyone in the situation, when damage to property is occurring, when there is likely to be a serious outcome. This should be discussed with the students.

For example, if a smaller student is being injured or if a student is ripping up books, or if two students have placed a homemade bomb under the staffroom, it is appropriate to inform a teacher, and ask for help. On the other hand, if two girls teasing another girt, it would be more appropriate for the teasing victim to try and deal with it hers and only request assistance if it occurred over a period of time to the point of harassment.

1. Use expressions other than "dobbing", such as
	* asking for support
	* passing information on.

5. Discuss with your students some of the other motivations for drawing a teacher into a problem such as:

* revenge,
* attention seeking and a desire for teacher approval,
* dependency

6. The term "dobbing" could be kept to describe kind of behaviour.

7. Encourage students to use appropriate social behaviour when they are asking

 you for help.

8. Students should make eye contact, use a statement starting with "I" so that

 they own the problem, how the problem is adversely affecting them avoid

 using a whingeing or complaining tone voice.

9. Use the social problem solving strategy with “I will ….” where appropriate.

### Procedures for dealing with Teasing and Bullying

Teacher informed of, or discovers teasing or bullying in classroom or playground.

Parents inform the school of incidents of teasing or bullying as reported by the victim or peers.

Teacher deals with incident using principles outlined in the Over-riding guidelines.

Repeat offenders are referred to Learning and Support Team.

Incident letter sent home to parents and school based sanctions applied.

Further incidents referred to Executive and/or Student Welfare Committee.

Involvement of School Counsellor.

Possible use of individual programs for victims and bully.

Possible use of outside agencies.

**ASKING AN ADULT FOR SUPPORT**

Stay cool and ask for help.

**DOs**

Make sure you have tried other ways to deal with being given a hard time, before you ask an adult for support.

Make sure you really want to stop the annoying behaviour, not just get them into trouble.

Say "If you don't stop, I'll go and ask Mr Brown for support".

Approach a teacher, look in their eyes and stand tall.

In a firm voice, tell them what the problem is and what you have already tried to do to deal with it.

**DON’TS**

Don't ask for adult support until *after* you've tried to deal with it yourself.

Don't just try to get the other person into trouble.

Don't choose an inconvenient time to talk to the teacher (unless it's an emergency).

Don't look up in the air or down at the ground.

Don't use a whingeing or complaining tone of voice.

Don't keep threatening to ask for support. Just say it once and then do it.

***(Possible Agreement Statement to be signed by class and teacher)***

### WHEN IS IT "DOBBING"?

No one likes "dobbing" but sometimes you might need to ask me or another teacher for assistance to help you solve a problem that you have with another person.

• Feel free to ask me for help if you've tried to solve the problem with no

 success.

• Let me know pretty quickly if it is a serious problem, i.e. if there is real danger to person or property.

• "Include me out" if you just want to get someone into trouble, or if you just want me to notice you, or if you're being "helpless". This is Dobbing, not asking for help.

When you come to me, here is what I'll say:

“Is this a serious problem?”

“Is this your problem?”

“ What have you tried already to solve it?”

“Do you want a solution, revenge or attention?”

If I think you've tried to solve the problem and if your motives are good or it's a dangerous situation, I'll help you find a solution.

**Aggressive Behaviour**

When a person behaves in an aggressive manner, they:

• show a lack of concern for other people's rights and feelings

• tend to dominate

• humiliate others

• think only of self

• can be hostile or defensive

• don't accept responsibility for their own behaviour

• bully others

• are only interested in what they want to do

**Submissive Behaviour**

When a person behaves in a submissive manner, they:

• ignore their own rights

• allow others to dominate them

• don't offer any thoughts or opinions

• never say what they are thinking and feeling

• keep things bottled up and quite often explode often seek excessive support and assurance

**Assertive Behaviour**

When a person behaves in an assertive manner, they:

• respect self and others

• stand up for their own rights and those of others

• say what they think, feel or need without excuses

• are confident when with others

• do not buy into the behaviour of others

• accept responsibility for self and behaviour

• communicate openly and honestly

**CORRECTIVE STRATEGIES: For a student who is being bullied**

**1. TELL SOMEONE**

* another student or duty teacher
* class teacher, another teacher
* peer support group
* parent/uncle/aunt/grandparent
* brother/sister
* bus driver or other adult

**2. IGNORE TEASING AND BULLYING**

* training/practice in walking away from the Teasing and Bullying situation to a "safe area".
* training/practice in non-response to Teasing and Bullying.
* remain calm - this may need to be done lots of times or for a long time.
* ignoring Teasing and Bullying Without retaliating in the normal way.

**3. RESPONDING IN AN UNEXPECTED WAY**

* e.g."Fatso ....................... "I think I've got a bad hearing problem.."

**4. REMAINING CALM**

**5. CONFIDENT, POSITIVE RESPONSE**

 e.g. a confident, non-emotive response such as "SO .........!

**6. APPROPRIATE BODY LANGUAGE**

* establish eye contact
* confident facial expression
* smile
* stand tall
* walk away quickly without running?

**7. LEARNED RESPONSES**

“You can tease me as much as you like but I am going to ignore it.”

“If you continue teasing/bullying me I will have to report it.”

**8. ASSERTIVE MESSAGES**

“I feel hurt when you tease me, I would like you to stop."

“I know that you can beat me, you're a better fighter but what good will it do, what will it

 prove?"

**9. AVOID PROVOCATIVE BEHAVIOUR**

* trying too hard to be accepted - boasting, lying, different haircuts, outlandish clothing, buying friendship.
* showing fear, getting upset, being abusive, crying, running away, tantrums.
* don't satisfy bully/teaser's motives by being afraid, looking sad, providing money, lending toys.

**10. POSITIVE AFFIRMATION**

* look at individual personal strengths.
* focus on and develop these strengths.

**11. NETWORKING**

* establish a group of friends.
* discuss the problems and arrange for support especially at the critical times.
* "Buddy" systems.

**12. IMAGERY**

* imagine a "force field" (protective area) around you.
* imagine that the teaser/bullier is wearing nappies.

**13. HUMOUR**

* Making the teasing statement into a bit of a joke. e.g. Teaser - "You're fat".

Reply - "Well at least I'm not as skinny as a pole".

**14. LEAVE VALUABLES AT HOME**

**15. CHANGE ROUTINES**

* walk, home a different way.
* catch the bus/arrange alternative travel.
* stay way from at risk areas.
* stay near an adult.

**16. MAKE FRIENDS**

* suggest ways that the child may be able to make friends with the teaser/bully. e.g. share a game, play a game, catch him at a time when he is not bullying you, give compliments, ask for help.

**17. ROLE PLAY/REHEARSAL**

* role play and rehearse the strategies that may be carried out in a variety of situations; class group, small group, peer support group, individually.

**18. ENCOURAGE NEW INTERESTS / HOBBY**

* to redirect attention and broaden range of friends.