



## ANTI-BULLYING POLICY

### Objectives

- To create an atmosphere in the school where students feel respected and capable and are actively engaged in the curriculum.
- To ensure a connected and consistent whole school approach is used to deal with bullying at the school.

### Rationale

At Southern Grove Primary School, we aim to establish a community in which everyone feels valued and safe, where the individual differences are appreciated, understood and accepted. Everybody has the right to enjoy their time at school.

- It is recognised that bullying may occur at Southern Grove Primary School.
- We acknowledge that all members of the school community have a right to a supportive, cooperative and safe environment and have a responsibility to respect each other.
- We acknowledge the need to make all stakeholders aware of strategies used to counter bullying at Southern Grove Primary.

### Definition

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

*(Education Department Authorities, 2017, [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au))*

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated
- It involves behaviours that can cause harm





## Bullying can involve...

Physical	Hitting, kicking, pinching, pushing, tripping, 'gang-up,' unwanted touching, damage to property.
Verbal	Name calling, sexist or racist comments, teasing, put-downs, swearing insulting remarks, nasty notes.
Emotional	Persistent following, threats or implied threats, unwanted email or text messages, abusive websites,
Psychological	threatening gestures, manipulation, emotional blackmail.
Relational	Ostracizing or excluding others and encouraging others to do the same, rumours, setting up humiliating experiences, sharing others personal information.
Cyber	Using ICT such as email, text message, instant messaging and websites as an alternative means of verbal, relational and psychological bullying (refer to mobile phone policy).

\*See Appendix 1 for signs of bullying

Southern Grove Primary discourages bullying through the following three strategies;

### Prevention

- Play is the Way® language and program implemented at the school with an emphasis 'The Golden Rule - Treat others the way you want them to treat you'
- Staff support and training to manage bullying situations and prevent escalations.
- Students taught the difference between 'dobbing' and 'telling'
- Staff and students trained in appropriate bystander behaviours.

### Positive learning environment

- Students aware of expectations.
- Positive behaviour recognized using *Ready to Learn* charts.
- Consequences are clear and appropriate.
- Consistent modeling of positive language.

### Positive playground environment

- Students are aware of the expectations.
- Students are encouraged to be inclusive of others.
- Duty teachers easily identifiable.
- All bystanders, both students and adults, have a responsibility to take 'appropriate' action when they witness bullying.

### Procedure

All reports of alleged bullying will be investigated thoroughly by Southern Grover Primary staff, following the *Bullying Incident* flow chart. All information should be recorded on Integris and parents of involved parties informed.

Instances where the process has been followed and a resolution or positive outcome has not been achieved, a member of Administration will be involved and parents will be called into the school for a meeting.





## If a Bullying Incident Occurs

### **Step 1** Individuals involved are identified.

- Information obtained through observations and/or receiving reports (not interviewing the victim).
- Information may be received through students or parent report.

### **Step 2** Each student involved in bullying interviewed

- Students seen individually.
- Start with the ringleader (if known).
- Bystanders may be included.
- Meeting in private without interruption.
- 'Shared Concern Method' followed

### **Step 3** The 'Target' is interviewed

- The 'Target' is seen last.
- Discuss what may have led up to the incident.
- Disclose ideas put forward by suspected bullies for positive change.
- Ask target to look for signs of change.

### **Step 4** Follow up meetings scheduled with suspected bullies

- Individuals meetings several days later.
- Assess if students have carried out promised actions.
- When progress is being made, a group meeting takes place.
- Discuss positive actions taking place together

### **Step 5** Follow up meetings scheduled with 'Target'

- Identify positive changes 'Target' has noticed.
- Invite and encourage 'Target' to attend the "Summit Meeting".

### **Step 6** Summit Meeting

- Meet with suspected bullies and 'Target'.
- Facilitate discussion about how students wish/ plan to proceed to resolve issue.
- Discuss what students might do if there is a relapse.
- Suspected bullies put forward their agreed proposal from previous

(Victoria State Government, 2017, Shared Concern Method)

\* Although this is a 'no blame' approach all individuals should be noted on Compass.





## Appendix 1

School staff and parents should be aware of the following indicators which may be a sign there is bullying taking place. Open communication is important in addressing these signs which should not be dismissed. Persistent signs in any child should be investigated.

There is no sure way of knowing that a young person is being bullied. However, the student may show the following signs:

- Be frightened of walking to or from school and around school.
- Be unwilling to go to school.
- Want to be driven to school.
- Change their route to school.
- Lack of interest or begin to do poorly in their school work.
- Come home regularly with clothes or books destroyed.
- Become withdrawn.
- Change their eating habits.
- Cry themselves to sleep.
- Have nightmares.
- Have unexplained bruises, scratches or cuts.
- Ask for money or begin stealing.
- Continually lose their money.
- Refuse to say what is wrong.
- Be late to class.
- Refuse to work in a particular group or sit next to a particular student.
- Sudden outbursts of temper.
- Mood swings - snappy, withdrawn, tired, hitting out, outbursts of crying.
- Withdrawn from social activities with peers.

