

Yanchep Lagoon Primary School



YANCHEP LAGOON
PRIMARY SCHOOL

Dream · Believe · Achieve

Bullying Policy

Contents

1. Bullying-Definition
2. Types of Bullying
3. Signs of Bullying/Parent Strategies
4. Students Strategies
5. School procedure to be followed
6. Bullying Policy and Schools BMIS
7. No blame approach.
8. Interview with Bully
9. *Interview with the Bullied Person
10. *Recording Sheet example
11. Stage 3 Group meeting

BULLYING

Yanchep Lagoon Primary School is committed to providing a safe and supportive school community for our students to grow in harmony. We are all responsible for creating an environment which is safe and inclusive.

To address bullying, Yanchep Lagoon Primary School promotes:-

- A positive school culture
- A Curriculum based approach to bullying
- A set of school wide guidelines

Bullying incidents often happen in a short space of time and can be difficult to detect. Adult supervision is not always possible. If all people in the school develop positive, effective behaviour, the whole school culture about bullying can change.

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)

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, name calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexual comments.
- Social/relational bullying: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours and sharing information or images that will have a harmful effect on the other person.
- Physical bullying: Includes violent actions toward another person which involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.
- Cyberbullying: Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat.
- Bystander: Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullied by intervening, getting teacher support or comforting them. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.

TERMINOLOGY

The Department of Education promotes the use of affirmative language that supports the values of the *Western Australian Curriculum (i.e. Health and Physical Education curriculum)*. The term "bullies" and "victims" are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to bullying incidents. It is more important that bullying is seen as a behaviour. It is more appropriate to identify and label the unacceptable behaviour such as "students who are bullied", "students who bully others" and

“students who engage in bullying behaviour”. This will ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

SIGNS OF BULLYING

- Unwilling to go to school
- Unwilling to attend certain classes
- Reluctance to leave school or certain classes
- Constant use of library during break times
- Changes of peer groups
- Students who disperse on arrival of teacher
- A pack of students on the move
- Students making intimidation comments or noises
- Personality changes (from unconfident to lack of confidence, impulsive hitting out or swearing)
- Sudden outbursts of temper
- Mood swings
- Withdrawal from peers

PARENT STRATEGIES

You can help!!!

A. TAKE AN INTEREST IN YOUR CHILD

- In your child's social life
- In what is happening at school

B. ENCOURAGE YOUR CHILD

- To bring friends home
- To accept and tolerate differences in others

C. BUILD SELF CONFIDENCE

- By recognising and affirming positive qualities
- By valuing your child for who he/she is

D. DISCUSS

- The school's expectations about behaviour
- Ways to respond if a child's rights are infringed

E. ENCOURAGE CONSTRUCTIVE RESPONSES

- Bullying or persistent teasing should be reported
- Hitting back or retaliating with name calling won't solve problems
-

F. SET AN EXAMPLE

- Be firm, but not aggressive in setting behaviour limits
- Be positive in things you say or do

G. BE ALERT FOR SIGNS OF DISTRESS

- Unwillingness to attend school
- Dropping off in academic performance
- Damaged clothing and frequent loss of personal property

- Loss of confidence and uncharacteristic mood changes
- Withdrawal from social activities

Here are some ideas

1. Encourage talking-sometimes this may be difficult, but remain patient!!
2. Listen calmly and seriously and try not to react-work out the facts
3. Give assurance that the situation can be changed.
4. Make sure that you child understands that there is nothing wrong with him/her and that it happens to most people at some time.
5. Support the School policy and contact the School when concerned.

ACT:- *If your child is being bullied at school, report it to the Class Teacher.*

Your report will be followed up.

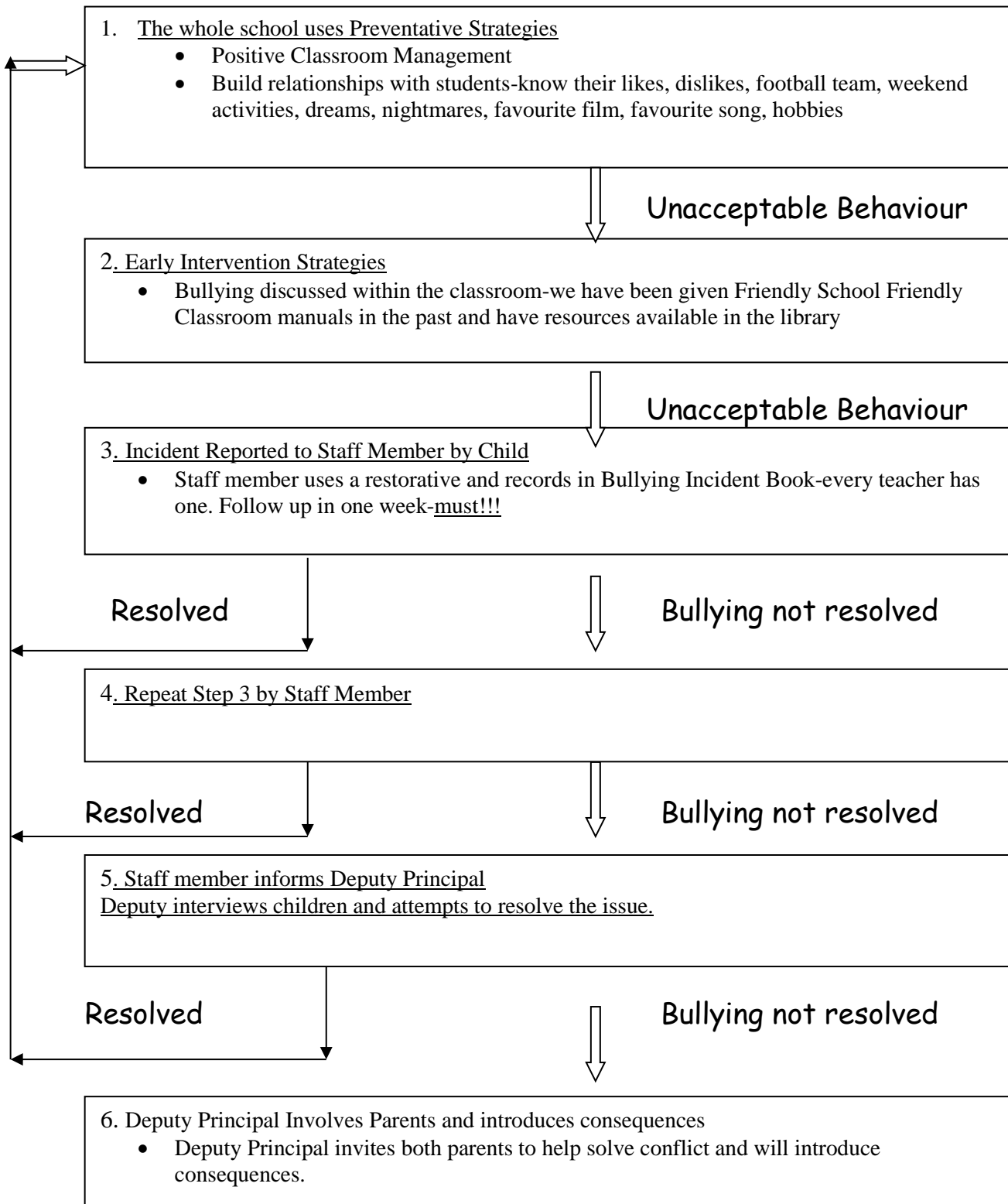
What to do if you are bullied

- a. Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive.
- b. Seek help. Talk to someone you trust. There is nothing so awful that we can't talk about it with someone.
- c. Report it to a member of staff. The school does not tolerate bullying. Feel confident that any incident can be resolved satisfactorily.

What to do if you know someone who is being bullied

- a. Care enough to do something about it whether it affects you personally or not.
- b. Early intervention can diffuse a situation before it gets out of hand
- c. Don't stand by and watch
 - Get help
 - Show that you and your friends disapprove
 - Give sympathy and support to students who may be bullied
 - Be careful about teasing and personal remarks back to the bully

School Procedure



The Bullying Issue Approach in with Yanchep Lagoon Primary School's BMIS Policy

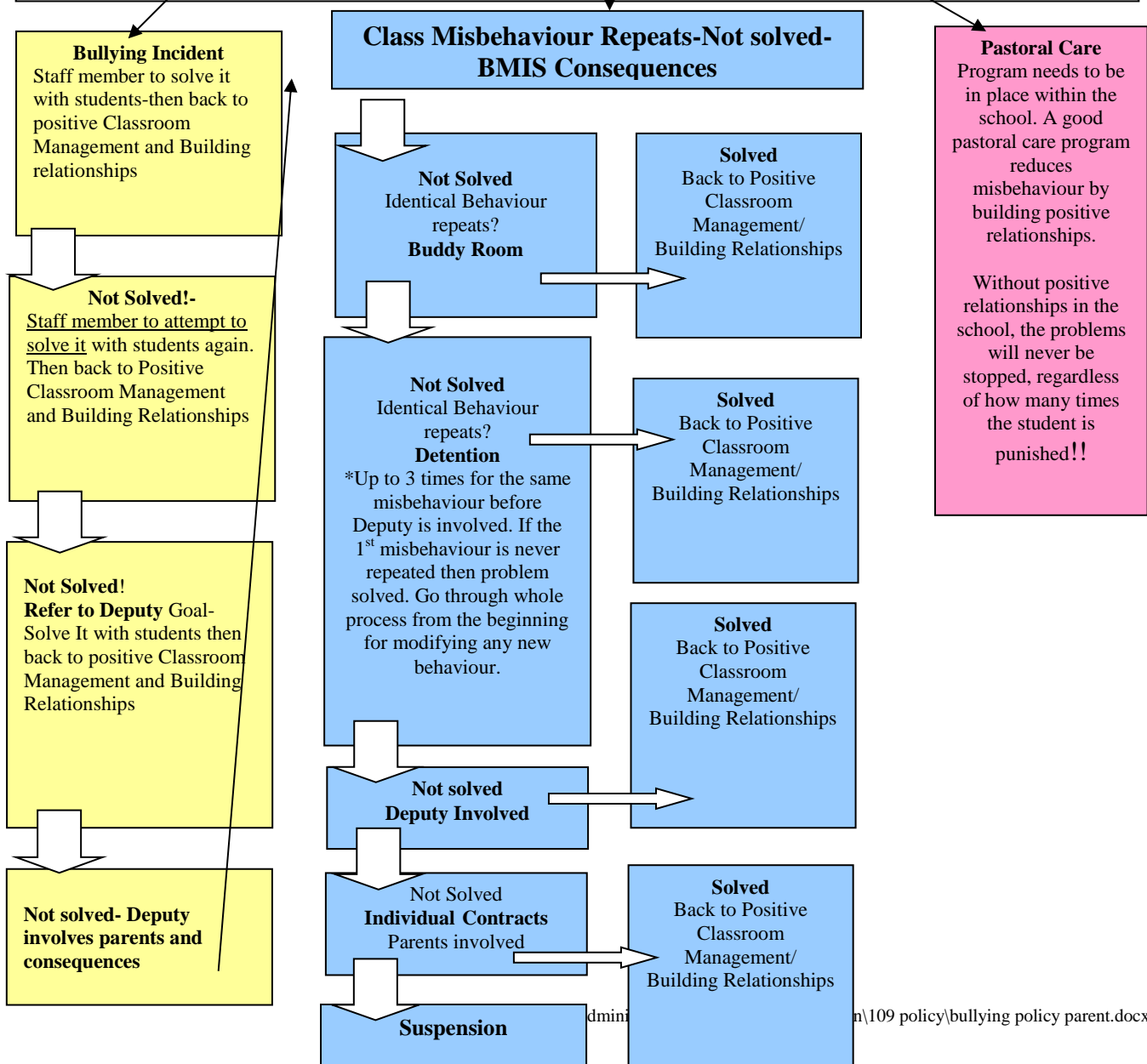
1st

Positive Classroom Management Build Relationships with Students

Know their hobbies, football teams, likes, dislikes, dreams, nightmares, goals, what they do on the weekends-before you punish them-**build a relationships first.**

Misbehaviour Occurs

- Class teacher solves it in own manner eg. Close proximity, re-direct them, 1:1 chat, yellow warning slips, ticks on the board, change seats, in-class isolation, reward good children, record in behaviour book, parent meeting/phone call, effective classroom management etc.
- Teachers should not be forced to all have the same methods as each teacher needs to use what suits them, their personality and their class. Children need to adapt to each teachers different personality, different class rules and different tolerance levels.
- Each child does not have to be treated the same way. Some children need just a frown to modify behaviour, while others need a harder line of punishment to modify behaviour.



Bullying Management Strategy

Stage 1

1. Background Info

Individual Chats with each person involved.

Bully first, Victim last (7 mins each)

1. Sequence:
 - Start with the ringleader
 - Interview victim last
2. Preliminaries:
 - Get background information - talk to staff members (eg who is likely ringleader?)
 - Is the bullies person proactive?
3. Timing:
 - First interviews should take place consecutively without a break
 - Location:
 - Private room - no disruptions
 - Attitude:

Mediator must remain non-judgemental and neutral attitude

4. Learning the Method:
 - Stick to the script
 - Spend time rehearsing
5. Outcomes of the First Meeting:
 - People usually suggest how they can change their behaviour in some small way (eg. Leave the bullied person alone, stick up for the bullied person)
 - Interviews finish with each person agreeing to try and achieve their suggestions for the following week.

2. Interview with The Bully - Stick to the Script

1. "You're not in trouble, but we have a problem and I think you can help"
2. "I hear nasty things are happening to X. Tell me about it."
 - Let the person talk (LISTEN - don't interrupt)
 - Don't question if they complain about the victim.
3. "So it sounds like X is having a hard time."
 - Eg summarise what's happening to X
 - As soon as they agree move on
 - If they say it's his/her fault, agree or say "perhaps" - but still point out they are having a bad time.
4. "OK. I was wondering what you could do to help X's situation?"
 - Accept suggestions - be encouraging
 - Don't be afraid of silence
 - Don't try to encourage uncooperative students
 - After a few minutes say, "It seems like you don't want to talk today. You'd better go back to class"
 - When a practical and relevant solution is offered write it down.
5. "Excellent. You try that for a week and I'll catch up with you to see how you are getting on."

3 Interview with The Bullied Person - Stick to the Script

1. "Hello X. Sit down. I want to talk to you because I hear some nasty things have been happening to you."
 - Listen to person
 - Empathise

2. "Sounds like you're fed up with this"

3. "Is there anything you can think of which might help the situation?"
 - When student suggests a solution that depends on someone else's action say, "I was thinking about something you could do for yourself."
 - When the student suggests something workable encourage more discussions on this. Write it down.

4. "OK. You do that over the next week and then we will have another chat to see how things are going"

Write it down on a recording sheet.

It helps the bully realise that you are taking his/her future seriously

It will also help you remember when to follow up and exactly what was said and promised.

Recording Sheet

Date:-

Student being bullied:- _____

y

Person Bullying:- _____

Year Level: _____

Person Reporting Incident:- _____

Type of Bullying (Psychological, Physical, Verbal, Teasing, Racial, Social)

How long has it been going on for? _____

Where did incident occur (During class, recess, lunch, after school, other)

Does the student wish to take it any further? Yes No

Action Taken

(No Blame Approach, 3rd time identical referred to Bullying Committee Member)

Record Bullies Suggestions

Record Victims Suggestions

Follow Up date (1 week Later): _____

Follow Up Results:- RESOLVED NOT SOLVED

Follow Up- 6weeks /Term later RESOLVED NOT SOLVED

Stage 2

Follow Up Meetings (Individual)

This stage may have to be repeated several times.

- Purpose - to establish how well each person has achieved the aim agreed to in the first meeting
- If bullying has stopped - congratulate person
- If bullying has not stopped - work with person to gain a solution
- Tell person that the final stage will involve a group meeting-set a date when ready.

Stage 3

Group Meeting

Purpose:-

- a. To celebrate
- b. To teach tolerance
- c. To get agreement about the long term maintenance for the change of bullying behaviour

Procedure:-

1. Meet with the bullying people briefly first. Ask them to think of some positive statements about the bullied person that can be repeated to the bullied person when they enter the room.
2. Bring the bullied person in the room and sit them next to you.
3. Remind people how successful they have been in improving the situation.
4. Ask them to suggest ways in which this change can be maintained over time.
5. Encourage people to identify what they will do if someone starts bullying again (Back Up Plan)
6. Introduce the idea of tolerance, living together without arguing even if not necessarily being friends.
7. You may wish to suggest a further meeting eg: In 6 weeks or next term. If you decide not to have another meeting, follow up the situation after a few weeks to make sure that intervention has been successful.