



Kananook Primary School

Anti-Bullying Policy

Purpose:

To provide an environment that is free from bullying for all students of Kananook Primary School.

Definition:

Bullying is repeated verbal, physical, social or psychological aggressive behavior by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

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Bullying includes but is not limited to the following examples:

Direct Physical	hitting, kicking, pushing, spitting, tripping, pinching or damaging property.
Direct Verbal	name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
Psychological (indirect)	Actions designed to harm someone's social reputation and/or cause humiliation. This includes, lying and spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude someone, dirty looks, taking things, making threats, hiding property, negative body language, stalking and damaging someone's social reputation or social acceptance.
Sexual	Toughing, rude gestures, rude comments
Racial	Racial comments about skin colour or physical appearance
Technological	Cyber bullying

At Kananook Primary School:

- Everyone in our school has the right to feel safe
- Bullying is not acceptable behaviour and is treated seriously
- Students are taught to be assertive in contrast to being passive or aggressive
- Students learn to take responsibility for their actions through appropriate consequences
- Students are encouraged to be problem solvers and repair harm through restorative practices
- The Student Wellbeing and Engagement Policy is followed and students are required to:
 - a. respect the rights and feelings of others and
 - b. behave in a manner which does not cause physical, social or emotional pain to others.

Strategies for the Prevention of Bullying:

- Students and parents will be reminded of the Anti-Bullying Policy, Student Wellbeing and Engagement Policy and School Rules during the year or when considered appropriate.
- Students at all levels will be helped to establish and maintain positive relationships with each other and deal more effectively with interpersonal conflict. Through classroom activities such as Circle Time, No Blame Classroom Conferences and the You Can Do It program students will develop empathy for others, act assertively when necessary, become more resilient and help others who are being bullied.
- Students will be taught about the school value of **tolerance** – understand and accept that people are different.
- Teachers will address bullying using intervention methods such as restorative practice. This practice involves meetings between bullies and victims to restore relationships, to develop agreements and to determine consequences if further bullying takes place. If this approach proves unsuccessful sanctions may be required. Teachers will also use No Blame Circle Time to tackle bullying in a restorative manner rather than using a punitive approach.
- Bullies will be taught positive behaviours including anger management, sharing, playing fairly and identifying feelings. Some may be referred to the school psychologist or other outside agencies for counselling.
- All students will be taught the ICI process and will be encouraged to use this approach to dealing with bullies i.e. **ignore** (the bully's behaviour), **communicate** (tell the bully to stop) and **inform** (tell teachers or parents what the bully is doing).
- Bullying will be identified and named eg. 'I don't like it when you touch me like that.'
- Anti-bullying strategies will be reinforced at whole school assemblies.
- Parents will be informed of ways they can help to reduce bullying at school through the newsletter.

Steps to be taken for the bully will include:

- Restating that bullying is not acceptable or tolerated
- Documenting every incident and maintaining on-going school records
- Individual or small group training in positive behaviours including anger management, sharing, playing fairly and identifying feelings
- Using restorative practices to construct an agreement that allows all parties to move on through a meeting with the victim(s) in the presence of a trusted staff member
- Teaching the bully and victim the three parts of sorry
- Withdrawal of privileges
- Detention(s)
- Interviews with the child's parents
- Involvement of Student Services personnel or outside agencies such as Oz Child for counselling and behaviour modification strategies
- Suspensions – in-school, out of school
- Voluntary transfers
- Expulsion

Steps to be taken for the bully's victim will include:

- Reassurance that bullying is not acceptable or tolerated
- An opportunity for the victim to participate in restorative meetings
- Counselling opportunities with student services personnel or outside agencies
- Close monitoring by staff for further evidence of bullying
- Liaison with the child's parents
- Individual training in assertiveness (eg. rehearsing a spoken script to empower the victim). Victims deserve an opportunity to be taught skills for standing up for themselves.
- Practising defensive strategies (e.g. speaking to the bully in a firm voice naming the bullying, saying they don't like it and requesting that the bullying stop)

If the bullying continues:

- Tell a teacher that they have asked the person to stop the unwanted behaviour but that it is still continuing.
- The teacher will then speak with the bully and follow the agreed consequences.
- The teacher (or Principal/AP) will facilitate a restorative conversation between the bully and the victim.
- The teacher will follow the Student Code of Conduct for major breaches of school rules if appropriate.

Resources:

- Student Wellbeing and Engagement Policy – Kananook Primary School
- Bully Stoppers – website recommended by Department of Education
- Bullying in Schools and What To Do About It – Ken Rigby
- “Taking Action Against Bullying” – Bully B’ware Productions
- Social Skills Training – First Three Years of Schooling – Adderley, Petersen & Gannoni
- Behaviour Management – A Whole School Approach – Bill Rogers
- “Strategies for Dealing With Bullies” – Dr Michael Bernard
- Restorative Practices in Classrooms: Rethinking Behaviour Management – Margaret Thorsborne and David Vinegrad
- Tribes Learning Communities - Jeanne Gibbs
- DEECD SOFWeb Resources - www.education.vic.gov.au/healthwellbeing/safety/bullying
- STAMP Out Bullying – In- school performance ph. 1800 221 50
- Real Schools Professional Development