

# Anti-Bullying Guidelines

## Statement of Purpose

Pottsville Beach Public School aims to provide quality education for all students, taking account of their age, background, ability and interests. Student welfare is enhanced when all members of the school community work together in harmony, participating in the learning program, as well as in the life of the school. Pottsville Beach Public School rejects all forms of bullying and any inappropriate behaviour that interferes with the teaching, learning and well-being of students. All members have a shared responsibility based upon mutual respect to create a climate for effective learning, free from all forms of bullying. Bullying is not tolerated at Pottsville Beach Public School. Students have the right to expect that they will spend the school day free from fear of bullying, harassment and intimidation.

## Definition of Bullying

Bullying is defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment, humiliation, domination and intimidation of others. Bullying behaviour can be verbal, physical, social or psychological.

**Verbal bullying** involves name calling, put downs, threats, ridicule, hurtful nicknames, belittling others' abilities and achievements and making degrading comments about another's culture, religious or social background.

**Physical bullying** is any form of physical violence such as hitting, tripping, kicking, pushing, shoving or stealing or damaging the belongings of others.

**Social bullying** includes being left out, ignored, spreading rumours, writing offensive notes or graffiti about others and excluding someone from your group or game.

**Psychological bullying** involves incidence such as when a child is stalked, given dirty looks, forcing others to act against their will or singled out for unfair treatment.

**Cyber Instigated bullying** involves SMS and email messages, misuse of websites and blogs, inappropriate use of mobile phones and inappropriate use of social media or presence in chat rooms.

## Rude vs Mean vs Bullying: Defining the Difference

**Rude** = Inadvertently saying or doing something that hurts someone else. From kids, rudeness might look more like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade or even throwing a crushed up pile of leaves in someone's face. On their own, any of these behaviours could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone.

**Mean** = Purposefully saying or doing something to hurt someone once (or maybe twice). The main distinction between "rude" and "mean" behaviour has to do with intention; while rudeness is often unintentional, mean behaviour very much aims to hurt or depreciate someone. Kids are mean to each other when they criticise clothing, appearance, intelligence, coolness or just about anything else they can find to denigrate. Meanness also sounds like words spoken in anger -- impulsive cruelty that is often regretted in short order. Very often, mean behaviour in kids is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down. Commonly, meanness in kids sounds an awful lot like:

- "Are you seriously wearing that sweater again? Didn't you just wear it, like, last week? Get a life."
- "You are so fat/ugly/stupid."

- "I hate you!"

Make no mistake; mean behaviours can wound deeply and adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

**Bullying** = Intentionally aggressive behaviour, repeated over time, that involves an imbalance of power. Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and repeated acts or threats of aggressive behaviour. Kids who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse -- even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying may be physical, verbal, relational or carried out via technology:

- Physical aggression was once the gold standard of bullying-- the "sticks and stones" that made adults in charge stand up and take notice. This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling, slamming a child into a locker and a range of other behaviours that involve physical aggression.
- Verbal aggression is what our parents used to advise us to "just ignore." We now know that despite the old adage, words and threats can, indeed, hurt and can even cause profound, lasting harm.
- Relational aggression is a form of bullying in which kids use their friendship--or the threat of taking their friendship away--to hurt someone. Social exclusion, shunning, hazing, and rumour spreading are all forms of this pervasive type of bullying that can be especially beguiling and crushing to kids.
- Cyberbullying is a specific form of bullying that involves technology. According to Hinduja and Patchin of the Cyberbullying Research Center, it is the "wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices." Notably, the likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

It is important to distinguish between rude, mean and bullying so that teachers, school administrators, police, youth workers, parents and kids all know what to pay attention to and when to intervene.

Source:[http://www.huffingtonpost.com/signer-whitson/bullying\\_b\\_2188819.html?ir=Australia](http://www.huffingtonpost.com/signer-whitson/bullying_b_2188819.html?ir=Australia)

## Students can expect to:

- Be treated with respect within the school community, regardless of their race, religion, abilities, physical appearance, family background, or sexual orientation.
- Participate in learning experiences that address key understandings and skills relating to bullying and harassment guided by the PDHPE syllabus, classroom, and whole-school programs.
- Be provided with appropriate and proactive support when reporting issues of bullying within the school.
- Learn strategies related to student protection, prevention of bullying, early intervention in incidents of bullying behaviour and appropriate responses to bullying at Pottsville Beach PS.
- Engage in learning experiences related to the safe use of digital media, including:
  - The importance of not sharing identification details with strangers;
  - Correct use of language when communicating on-line;
  - The important role of parents and the school in the evolution of a child's participation in the digital world.

## Students have a responsibility to:

- Sign the Anti-Bullying Contract, 'The Promise', after explicit teaching in Term 1 each year
- Play safely
- Maintain a positive climate of respectful relationships where bullying is less likely to occur

- Cooperate with other students and staff
- Treat all members of the school community with respect
- Seek teacher permission when communicating online at school
- Report and respond to incidents of bullying according to the Pottsville Beach PS anti-bullying Guidelines

## Parents and Carers have a responsibility to:

- Discuss the Student Welfare, Discipline and Anti-Bullying Guidelines with their child
- Ensure their child is aware of their responsibilities with regard to the school's promotion of anti-bullying behaviours
- Contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships
- Implement safe computer practices in the home and educate their children with regard to the use of digital devices
- Encourage cooperative behaviour in their children
- Discourage retaliation of any kind, instead encouraging constructive responses to bullying incidences
- Encourage independence in their children
- Be alert for signs of distress in their child
- Report any incidents of bullying to the classroom teacher

## Teachers have a responsibility to:

- Explicitly teach the anti-bullying program in Term 1 each year through 'Circle-Time'
- Contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships
- Encourage cooperative behaviour through cooperative learning techniques
- Be vigilant and proactive on playground duty
- Listen and respond to all student concerns and complaints in a timely manner in accordance with the Pottsville Beach PS anti-bullying Guidelines
- Assist with identification of students who are using bullying behaviour
- Be aware of DEC Guidelines relating to student behaviour and bullying
- Embed anti-bullying messages into each curriculum area
- Provide learning opportunities where internet safety and 'good online citizenship' are discussed and safer forms of online communication are modelled
- Respect and support students in all aspects of their learning

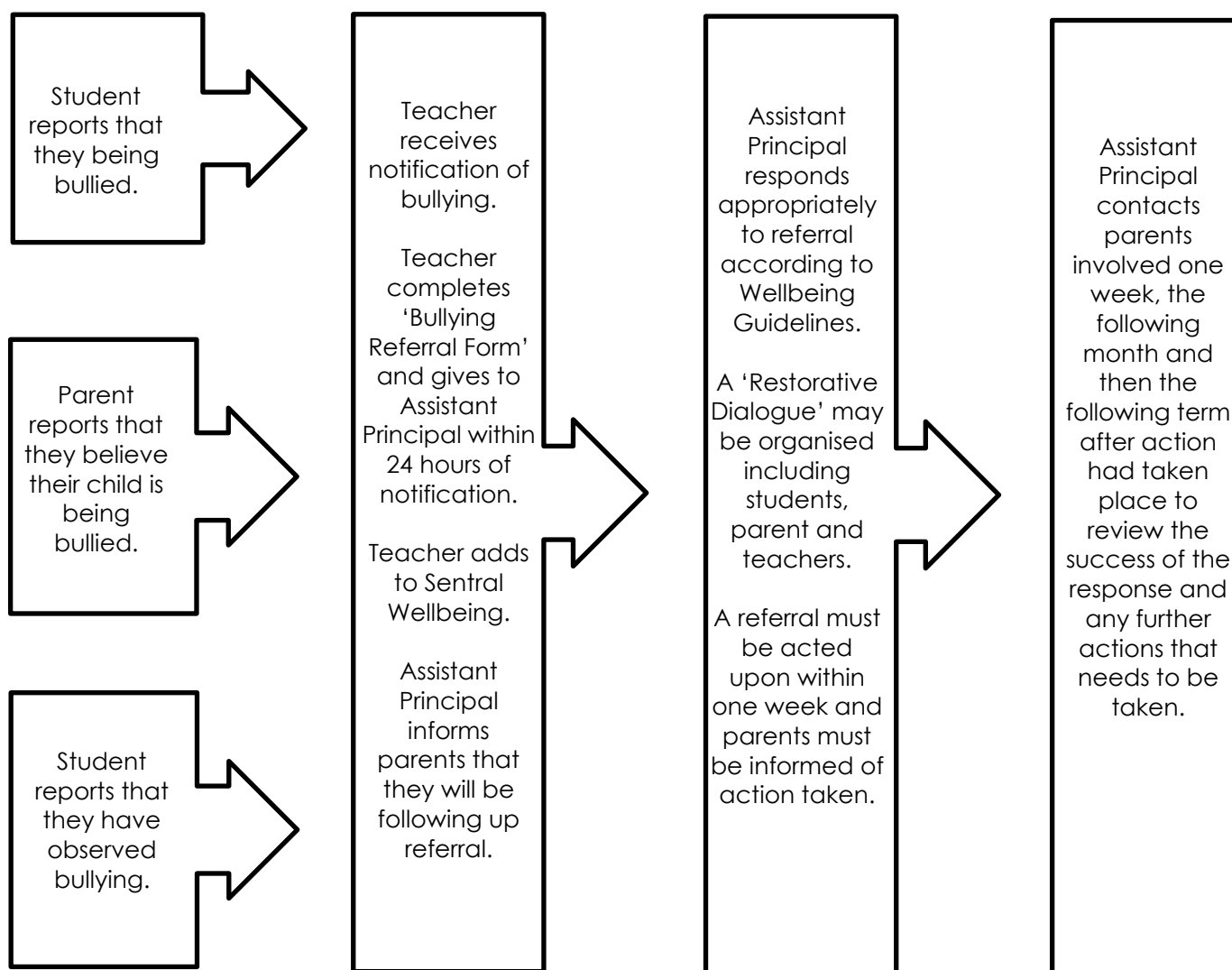
## Identifying bullying behaviours

Bullying may be very hard to see. Bullying usually happens out of sight, away from teachers or other adults. The people who are most likely to know what is going on are other children. Children who are being bullied often don't like to tell anyone because they feel weak or ashamed, or are frightened that it will only make things worse. They also feel it is wrong to 'dob in' or tell tales on other children. If they tell anyone, it is most likely they will tell their parents or their friends before they will tell a teacher.

### Some tell-tale signs are:

- Bruises, scratches or cuts that your child can't really explain
- Torn or damaged clothing
- Damaged or missing belongings
- Headaches, stomach aches and other pains that the child can't put a finger on
- Unexplained tears or depression
- Unusual outbursts of temper
- Not wanting to go to school
- Not wanting to play with friends
- Wanting changes in the way he or she travels to and from school
- School work falls off in quality
- Wanting extra money without giving a reason

## Procedures to report bullying



## Strategies to deal with bullying behaviours

As part of our Personal Development program, all students K-6 will participate in learning experiences that directly deal with strategies students can use to eliminate bullying behaviours and promote respectful relationships. These learning experiences will be stage-specific so that they meet the needs of students at their level of understanding. Students will also be informed of our procedures at Pottsville Beach for dealing with bullying behaviours through school assemblies and posters around the school. All students must understand that bullying and harassment at Pottsville Beach will not be tolerated and that the school will endeavour to do everything they can to deal with these issues.

As part of this program all teaching staff will be involved in professional development experiences which will focus on identify bullying behaviours, our school's reporting procedures and skills and understandings that they can teach their students about dealing with bullying behaviours effectively.

**Each classroom** will also implement the following initiatives-

Talk about bullying: Each class will come up with a class definition of bullying. The definition should include the feelings of targets and bullies. Ask students to come up with their own solutions.

Designate your classroom as bully free: Each student to complete a 'Zero Tolerance to Bullying' Contract.

Intervene immediately when you see bullying: Encourage students that it is safe to tell. Discuss with students strategies to report.

Be proactive: encourage students to be proactive so that appropriate support can be provided to those students involved in any incident.

Assistant Principals will be responsible, together with the classroom teacher, for intervening and providing help and support for students. Students who are found to be engaging in bullying behaviours will be dealt with according to our School Discipline Guidelines which encompasses a range of options available to deal with unacceptable behaviours, including suspension and expulsion.

Reporting mechanisms in place will be used to track student behaviour in order to ensure that students can be tracked in cases of repeat offending.

## Accessing Help

As well as the school, parents are able to access help and support outside of the school using the following resources:

APEEL (A Partnership Encouraging Effective Learning) provides a series of four workshops aimed at building a positive partnership between home and school.

The Bully, the Bullied, and the Bystander: From Preschool to High School—How parents can help break the cycle of violence (Collins 2004)

Facing the Schoolyard Bully: How to raise an assertive child in an aggressive world (Firefly Books 2000)

The University of Sydney - Psychological treatment for children ages 8-14 to manage bullying, anxiety and aggression (9351 2629)

The Department of Education has clear procedures for appealing decisions made by the school. These procedures can be found on the Department of Education and Training's website.

## Monitoring and Evaluations

The anti-bullying Guidelines will be monitored and regularly reviewed to ensure that reporting and intervention strategies are successfully reducing the incidences of bullying at Pottsville Beach. This process should include teachers, parents, students and other staff involved. These monitoring and evaluation strategies include:

- Collection and review of action plans
- Discussion with staff in regard to classroom implementation and teaching and learning strategies
- Evaluation by parents and students as part of our annual school evaluations
- Monitoring the number of incidents reported and the tracking of students involved.