



Beaumaris
Primary School

**A GUIDELINE TO
PREVENTING
AND
MANAGING
BULLYING**

PREVENTING AND MANAGING BULLYING

To be read in conjunction with the school Behaviour Management Plan

Rationale

Staff, parents and students at this school are committed to treating each other with care and respect and accepting individual differences.

Whole-school Community Rights and Responsibilities in Relation to Bullying

Students, staff, parents, caregivers and the wider community have the right to a safe and supportive learning environment in our school. For this to occur all school community members have a responsibility to prevent and respond to reports and observations of bullying.

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community.	<ul style="list-style-type: none"> Are safe and supported in the school environment; and Are treated with respect. 	<ul style="list-style-type: none"> Establish positive relationships; and Respect and accept individual differences.
Administrators	<ul style="list-style-type: none"> Are supported in developing and implementing the school's plan to prevent and effectively manage bullying. 	<ul style="list-style-type: none"> Provide leadership in resourcing the school's prevention and effective management of bullying; implement the school plan; ensure parents are informed of the school plan; and Support staff to implement the school's plan.
Staff	<ul style="list-style-type: none"> Feel safe and supported in the workplace; Have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention; are informed of the school's plan on bullying; are treated with respect in the workplace; Have access to professional learning in preventing and effectively managing bullying. 	<ul style="list-style-type: none"> Promote and model positive relationships; participate in implementing the school plan to counter bullying; identify and respond to bullying incidents; teach students how to treat others with care and respect; teach students how to respond effectively to bullying; promote social problem solving with students; Respect and accept individual differences.
Students	<ul style="list-style-type: none"> Have access to curriculum that supports the building of resiliency; are informed of the school's plan on bullying; if involved, are provided with support to stop bullying. 	<ul style="list-style-type: none"> Treat others with care and respect; and Identify and respond effectively to bullying.
Parents	<ul style="list-style-type: none"> Expect children to be safe and provided with a supportive school environment and treated with respect; are provided with access to information on the prevention and response strategies related to bullying. 	<ul style="list-style-type: none"> Support and encourage children to treat others with respect and act in accordance with the school plan if they observe bullying; encourage children to report bullying incidents; are aware of school plans and support the school in effectively managing bullying.
Wider community: including other professionals	<ul style="list-style-type: none"> Strategic inclusion in prevention and bullying incident management. 	<ul style="list-style-type: none"> Provide support and input into the school's approach to preventing and managing bullying.

Common Understandings About Bullying

Definition of Bullying

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying.

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, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **Psychological Bullying:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- **Relational Bullying:** Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share another's personal information.
- **Physical Bullying:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property.
- **Cyber Bullying:** Involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.
- **Bystanders to Bullying:**
Bullying also involves the concept of "bystanders". A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the whole school community at Beaumaris PS need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school community can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

** Note – The term bystander can often be regarded as a passive role (ie: someone who stands by) Students have been known to better understand the term "upstander" (indicating someone who "stands up"). Children need careful teaching to understand that there are right and wrong ways to stand up for those being bullied. **

Terminology

The Department of Education and Training promotes the use of affirmative language that supports the values of the *Curriculum Framework*. The terms "bullies" and "victims" are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to bullying incidents. More appropriate terms to use may include "bullied students", "students who are bullied", "victimised students", "students who bully", "students who engage in bullying behaviour" and "students who bully others". This will ensure that the unacceptable behaviours are separated from the students involved. This allows the behaviours to be addressed in a manner that remains respectful of the individuals.

School Strategies to Prevent and Manage Bullying

- **Whole-School Prevention Strategies**

Preventative classroom strategies include:

- Promotion and use of PBS behaviours matrix and rewards system;
- use of cooperative learning strategies (Kagan) with students;
- effective classroom behaviour management methods that encourage empathy, social problem solving and positive action;
- developing trusting and inclusive classroom environments;
- evidence-based programs such as *Friendly Schools Plus* are implemented in the classroom;
- encouraging and supporting help-seeking and effective bystander behaviour;
- reinforcing good examples of communication and conflict resolution;
- social problem solving approaches to resolve peer based conflicts;
- long term, whole school prevention curriculum which starts in the early years and includes:
 - understanding what behaviours constitute bullying;
 - why bullying is unacceptable;
 - the development of effective bystander behaviour;
 - understanding the school's processes for preventing and managing bullying; and
 - Awareness raising of cyber-bullying and strategies to deal with it.

Playground strategies include:

- a coordinated, highly visible and active approach to playground supervision;
- advertising safe places for students with different needs;
- identification of and supervision adjustments to high-risk situations;
- offering a range of organised activities during break times that encourage positive peer relations and networks;
- recognising and reinforcing positive playground behaviour and positive social relationships through the PBS initiative;
- recording and managing playground bullying incidents; and
- Providing equal access to developmentally appropriate outdoor activity areas and equipment for all students.

- **Targeted Early Intervention Strategies**

Early identification of bullying behaviours is vital if we are to be most effective in managing bullying. It is important that we respond in a timely fashion when issues are identified as it is understood that those who are engaged in bullying and are bullied can experience long term effects.

Targeted early intervention strategies include:

- Identification of any bullying history upon enrolment;
- the development of effective bystander behaviour through the curriculum;
- identifying early signs of relationship issues within year groups and across the school (e.g. student voice surveys, class meetings, social problem solving);
- proactive teaching of pro-social behaviour to identified students;
- actively providing other options for individual students experiencing unsafe areas or times at the school;

- referring identified students to appropriate specialist support staff;
- assisting in repairing and rebuilding trust and relationships between identified students and others;
- providing students at risk of being targeted or those who demonstrate bullying behaviour with access to specialist/pastoral care staff;
- setting up buddy systems for vulnerable students;
- using whole school behaviour management strategy methods for identified students e.g. friendly reminders of appropriate cooperative behaviours; and
- Identifying cohorts of students and year groups who are either engaging in bullying behaviours or who are being bullied (or both) that require targeted programs.

Intervention for Bullying Incidents

- Responding to bullying incidents
 1. CO-LATE Model (See Appendix)
 2. Assess risk
 3. Report
 4. Record
 5. Selection of restorative technique ([See Note for cyberbullying](#))
 6. Implement agreed plan
 7. Additional support – checking in and following up



