



2020 - 2022

LANCELIN PRIMARY SCHOOL

Preventing and Managing Bullying in our School

Review: October 2020

Contents

Preventing and managing Bullying	3
Vision and Rationale	3
Whole school rights and responsibilities	3
Common Understandings about Bullying	3
Definition of Bullying	3
Who bullies?	3
Types of Bullying	4
Bystanders to Bullying	4
Whole School Strategies	4
Intervention in Bullying Incidents	7
Procedure for Incidences of Bullying	8
For Parents – What to do if your child is being bullied	9
What to do if your child is a bully	9
For Students – What to do if you're being bullied	11

PREVENTING AND MANAGING BULLYING

Vision:

We will create a caring learning environment that provides students with the opportunity to develop the academic and social skills they need to achieve their individual potential.

Rationale:

“All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other and accept individual differences.”

Whole-school Community Rights and Responsibilities in Relation to Bullying:

Please refer to the Whole-School Behaviour Management in Schools Policy ‘Rights and Responsibilities Charter’ (Pg 6)

Common Understandings About Bullying:

Definition of Bullying:

Bullying is when an individual or group repeatedly 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.

Who bullies?

Children who bully come in a variety of packages—the waif-like second grader, the big sixth-grade boy, the child with a disability, the popular girl, the loner. They can come from any background, race, income level, family situation, gender, or religion. Research has shown that despite their differences children who bully typically have one or more of the following traits.

They may:

- be quick to blame others and unwilling to accept responsibility for their actions
- lack empathy, compassion, and understanding for others’ feelings
- be bullied themselves
- have immature social and interpersonal skills
- want to be in control
- be frustrated and anxious
- come from families where parents or siblings bully
- find themselves trying to fit in with a peer group that encourages bullying
- have parents who are unable to set limits, are inconsistent with discipline, do not provide supervision, or do not take an interest in their child’s life.

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 or offensive 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. Often, bystanders choose to not become involved in either a positive or negative role. This 'inactivity' encourages and enables bullies, whereas supporting the victim and/or reporting the bullying are key strategies in disempowering bullies. All members of the school community at USPS need to be aware of their influence as bystanders 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.

Whole School Strategies

Preventative **whole school structures and strategies** at Lancelin Primary School:

- well-resourced and skilled Student Services Team in the school. This 'shared leadership' emphasises and promotes a whole school pastoral care approach;
- We have a goal that the Cooperative Learning pedagogy as the over-arching teaching and learning philosophy at Lancelin Primary. Cooperative Learning builds relationships, social skills and communication skills;
- Whole-school social skills continua to be embedded into the daily curriculum;
- Evidence-informed programmes aimed at building inclusive social skills and anti-bullying behaviour to be promoted to and implemented by teaching staff.

The following programmes are used:

- ❖ *Challenges and Choices (SDERA)*

- Professional Learning for staff in Kagan's Co-operative Learning Approach;
- Professional learning for staff addressing bullying prevention and management, specific to the programs mentioned above;
- Respectful Relationships Professional Learning
- A school culture that seeks to be proactive and restore relationships damaged through conflict;
- Awareness-raising and planning to deal with specific forms of bullying, in particular:- cyber-bullying, bystanders and racism;
- Collaboration with parents and the wider community on bullying.
- Whole-school prevention curriculum that is taught every year (K-7) which 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.
- Use of Cooperative Learning strategies with students;
- Effective classroom behaviour management to develop trusting and inclusive classroom environments; Traffic light system in place and followed in ALL classrooms.
- Evidence-informed programs, such as *Challenges and Choices*, 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 (role play, etc.) to resolve peer based conflicts

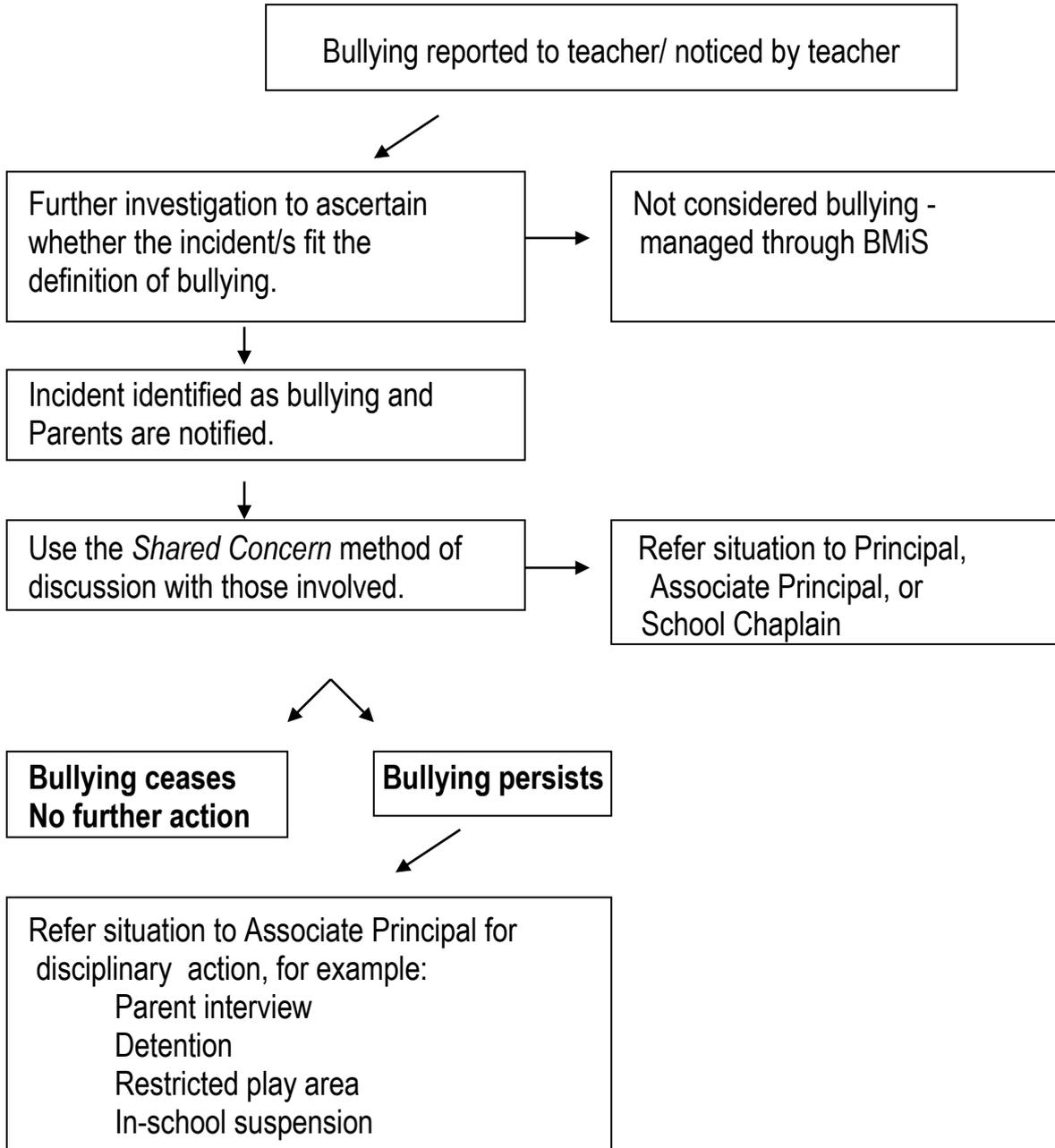
Preventative **playground strategies** that are implemented at Lancelin Primary School:

- **a coordinated, highly visible and active approach to playground supervision;**
- staff rostered to playground duty before school (with students in classrooms after 8.30am with their teacher), during recess and lunch breaks, and before and after school at the bus stops.

- promoting the use of alternative places for students with different needs (library, under cover area, etc.);
- identification of and greater supervision provided to areas where bullying occurs;
- recognising and reinforcing positive playground behaviour and positive social relationships through the Instant Rewards and Cool to be Kind rewards programs.;
- recording and managing playground bullying incidents; and
- providing equal access to developmentally appropriate outdoor activity areas and equipment for all students.

PROCEDURE FOR INCIDENTS OF BULLYING

Teachers:



EXTREME CLAUSE – All physical and serious incidents should be reported to an Associate Principal.

Record behaviour:

SIS

Yard Incident (referral slip to office)

Admin Referral Form

For Parents:

What to do if your child is being bullied:

Encourage your child to discuss bullying as much as possible.

Teach and model assertive behaviour; do not suggest fighting back or to “just ignore it”. Assertive body language and talk such as “Leave me alone” or “I don’t like what you’re doing” are more powerful strategies.

Teach empathy and helping behaviours to enable your child to support victimized peers. When students stop being ‘bystanders’ to bullying that they witness and stand up to the bully on behalf of their peers the bullying rate drops.

Encourage them to follow the school’s reporting procedures.

Contact the school if your child’s efforts to deal with the bullying do not appear to be working. Discussing this action with your child is recommended.

What to do if your child is a bully:

If you see these traits in your child or hear from others that your child is bullying, you may want to look into the issue. If your child is bullying, take heart. There’s a lot you can do to help correct the problem. Remember, bullying is a learned behaviour—and it can be “unlearned.” By talking with your child and seeking help, you can teach your child more appropriate ways of handling feelings, peer pressure, and conflicts. Here are some ideas:

Help your child to stop bullying

1. Talk with your child.

Find out why he or she is bullying others. You might explore how your child is feeling about himself or herself, ask if he or she is being bullied by someone else, and invite discussion about bullying. Find out if your child’s friends are also bullying. Ask how you can help.

2. Teach empathy, respect, and compassion.

Children who bully often lack awareness of how others feel. Try to understand your child’s feelings, and help your child appreciate how others feel when they are bullied. Let your child know that everyone has feelings and that feelings matter.

3. Make your expectations clear.

Let your child know that bullying is not okay under any circumstances and that you will not tolerate it. Take immediate action if you learn that he or she is involved in a bullying incident.

4. Provide clear, consistent consequences for bullying.

Be specific about what will happen if the bullying continues. Try to find meaningful consequences, such as loss of privileges or a face-to-face meeting with the child being bullied.

5. Teach by example. Model non-violent behaviour and encourage cooperative, non-competitive play. Help your child learn different ways to resolve conflict and deal with feelings such as anger, insecurity, or frustration.

Teach and reward appropriate behaviour.

6. Role play.

Help your child practice different ways of handling situations. You can take turns playing the part of the child who does the bullying and the one who is bullied. Doing so will help your child understand what it's like to be in the other person's shoes.

7. Provide positive feedback.

When your child handles conflict well, shows compassion for others, or finds a positive way to deal with feelings, provide praise and recognition. Positive reinforcement goes a long way toward improving behaviour. It is more effective than punishment.

8. Be realistic.

It takes time to change behaviour. Be patient as your child learns new ways of handling feelings and conflict. Keep your love and support visible.

9. Seek help.

Your child's doctor, teacher, school principal, school social worker, or a psychologist can help you and your child learn how to understand and deal with bullying behaviour. Ask if your school offers a bullying prevention program. Bullying hurts everyone. Parents can play a significant role in stopping the behaviour, and the rewards will be immeasurable for all.

Students

What to do if you're being bullied:

1. Consider and use the strategies that you learnt in lessons on 'Dealing with Bullies'

Talk to your friends and family about what is happening, but leave it to school staff to **resolve the issue**.

**IF BULLYING
CONTINUES...**

**BULLYING STOPS.
NO FURTHER ACTION REQUIRED.**



2. Tell "someone" at school. This could be your:
Class teacher
Yard duty teacher
Principal
Associate Principal
Student Councillors
Parents
Chaplain

Your "someone" has a responsibility to inform the principal if bullying is reported.

This person will notify an Associate Principal who will organise for the bullies and victims to be interviewed.

If you have been seriously physically bullied you should go straight to the duty teacher, Principal.

**IF BULLYING
CONTINUES...**

**BULLYING STOPS.
NO FURTHER ACTION REQUIRED.**



3. Your Principal will decide on the best course of action. Parents may become involved in the resolution of the problem.



**BULLYING STOPS.
NO FURTHER ACTION REQUIRED.**