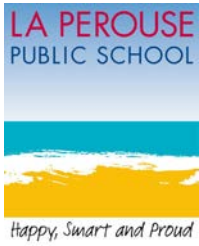


LA PEROUSE PUBLIC SCHOOL



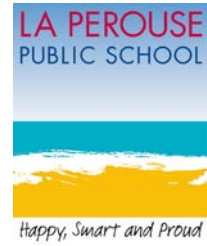
Happy, Smart and Proud





La Perouse Public School

ANTI-BULLYING POLICY



Rationale

Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form. Respect for all members of the school community is expected. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Statement of Purpose

La Perouse Public School has amongst its aims the provision of an environment in which each student is personally involved, in which each can develop as a person of integrity, social conscience and courage.

To this end, we aim to establish a community in which everybody feels valued and safe, and where individual differences are respected, understood and accepted. Every student has a right to enjoy his or her time at school. Within our Anti-Bullying Policy is the school Anti-Bullying Plan which outlines procedures to prevent and deal with incidents of bullying.

RIGHTS AND RESPONSIBILITIES

Rights

Each member of the La Perouse Public School community, including students, parents/ carers and teachers share in the following rights:

- The right to feel safe and be safe and happy at school
- The right to be accepted and respected as they are
- The right to have his or her concerns taken seriously and appropriate action taken, whilst adhering to individuals privacy
- The right to a quality educational program devoid of disruption.

Responsibilities

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- follow the La Perouse Anti-bullying Policy
- respond to incidents of bullying according to the school's Anti-bullying Policy.

Teachers/school staff have a responsibility to:

- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate and timely manner to incidents of bullying according to the La Perouse Public School Anti-bullying Policy

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Parents and caregivers have a responsibility to:

- support their children in all aspects of their learning
- be aware of the La Perouse Public School Anti-bullying Policy and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the La Perouse Public School Anti-bullying Policy
- support all students of the school to deal effectively with bullying through the strategies of the La Perouse Public School Anti-bullying Policy
- support their children to become responsible citizens and to develop responsible behaviour when using communication technology
- report incidents of school related bullying behaviour to the school and work collaboratively with the school to resolve incidents of bullying.

Definition of bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:

- **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting, pushing, biting
- **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures, intimidation
- **psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, sexting, other inappropriate use of camera phones.

ANTI BULLYING PLAN

Students, teachers, parents and the community will be aware of the school's position on bullying which is **zero tolerance**.

The school will also adopt a four-point plan to anti-bullying, which includes:

- Primary Prevention
- Early Intervention
- Intervention
- Post Intervention

Primary Prevention

- Adoption of Positive Behaviour for Learning pedagogy and the establishment of core school values which are jointly developed across the school community. Guidelines for behaviour

are based around the statements: We are Respectful, We are Responsible, We are Learners, and students are explicitly taught what these behaviours look like in each location throughout the school

- Professional development for staff related to bullying and the strategies to counteract it
- Community awareness and parent forums relating to anti-bullying, its characteristics and the schools' programs and response. (e.g. weekly newsletter, parent forums)
- Provide programs that promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills (e.g. Rock and Water, school meetings and mentoring)
- Provide elective and structured activities at some recess and lunch breaks (e.g. sports equipment and structured games and activities)
- Staff supervision of set area in playground
- Ensure students know and understand what behaviour is acceptable in the school. (i.e. consistent PBL language with classroom/school rules displayed in the school)
- Parents to be proactive in supporting non-bullying behaviour **TAB B**
- Appropriate advice to be given to students in dealing with bullying behaviour and developing resilience **TAB A**

Early Intervention

- Staff engage collaboratively with students through the implementation of Circle Solutions, modelling appropriate behaviours, problem solving strategies and positive ways of interacting with others
- Students are to be encouraged to report bullying incidents involving themselves or others
- Teachers to regularly remind students to report incidents. Reporting is not dobbing
- Parents are encouraged to contact the school if they become aware of a problem
- Students are recognised for positive behaviours
- Teachers use class and playground strategies for individuals or groups, including developing individual student management plans or use of the reflection room
- The school counsellor
- Appropriate advice to be given to students in dealing with bullying behaviour and developing resilience **TAB A**

Intervention

- Once identified, students involved including those who have experienced, initiated or witnessed the bullying are spoken with, all incidents or allegations of bullying will be fully investigated, including consideration as to why the bullying occurred.
- Students involved including those who have experienced, initiated or witnessed the bullying are to be offered assistance and support (including counselling support). All parties will be given the opportunity to express their points of view.
- A meeting of relevant persons are to be convened following identification of on-going bullying behaviour (Principal, class teacher, parents, students, other). All issues relevant to the behaviour of the student are considered.

Post Intervention

- La Perouse Public School's Student Behaviour and Discipline Procedures outline the consequences for inappropriate behaviour in the classroom and in the playground.
- Possible consequences may involve:
 - I. Warning
 - II. Isolation within room (rest and recuperation space)
 - III. Removal to the class supervisor or principal

- IV. Parental contact
- V. Negotiated contract
- VI. On-going monitoring and counselling if needed
- VII. Timeout from the class/playground
- VIII. Mediation sessions to reconcile differences
- IX. Referral to external agencies
- X. Class/group changes
- XI. Behaviour guidance programs (e.g. anger management, social skills)
- XII. Suspension (in extreme cases, a last resort)

Monitoring and Evaluation of Policy

Ongoing monitoring of the policy will take place through student, staff and parent forums, surveys and behaviour data. The policy will be formally reviewed every three years.

TAB A

ADVICE TO BE GIVEN TO STUDENTS WHO ARE BEING BULLIED

The student should be encouraged to –

- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive
- Seek help. Talk about the experience to someone who is trustworthy (teacher, parent, peer).
- Report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily

Other 'self protective' strategies that might be suggested include:

- Staying away from the bully, or places where bullying occurs.
- Be with friendly, supportive friends.

ADVICE TO BE GIVEN TO STUDENTS WHO KNOW SOMEONE ELSE IS BEING BULLIED

Students should be made aware that early intervention can defuse conflict situations before bullying sets in or gets out of hand.

Therefore, the following suggestions should be made:

- If possible, intervene as the bullying occurs by telling the bully to stop. This is very useful if the onlooking student has influence with the bully.
- Refuse to join in with the bullying.
- Support students who are being bullied – just standing by them can be enough.
- Tell an adult if you are concerned about the bullying.

- It is every student's responsibility to report bullying whether it happens to oneself or to someone else.

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TAB B

ADVICE TO PARENTS FOR DEALING WITH BULLYING

The following suggestions are to assist parents who are supporting their child whether receiving or initiating bullying behaviour

Take an active interest

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

Encourage your child

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

Build your child's self-confidence

- by recognising and affirming his/her positive qualities
- by valuing him/her for who he/she is.

Discuss with your child

- the school's expectations about behaviour
- constructive ways to respond if his rights are infringed

Encourage constructive responses

- physical bullying or persistent teasing should be reported
- hitting back or retaliating with name-calling won't solve the problem

Set an example

- be firm, but not aggressive in setting behaviour limits
- be positive in things you say and do

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.