



**Preventing and Managing  
Bullying Policy**

## PREVENTING AND MANAGING BULLYING POLICY

To be read in conjunction with the school Behaviour Management Plan

### Rationale

All members of Dalkeith Primary 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. We treat bullying as a serious issue.

### 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 schools. 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"> <li>• Are safe and supported in the school environment; and</li> <li>• are treated with respect.</li> </ul>   | <ul style="list-style-type: none"> <li>• Establish positive relationships; and</li> <li>• respect and accept individual differences.</li> </ul>   |
| Students   | <ul style="list-style-type: none"> <li>• Access to curriculum that supports the building of resiliency;</li> <li>• Immersed in curriculum that supports the identification of bullying behaviours;</li> <li>• are informed of the school's plan on bullying; and</li> <li>• if involved, are provided with support to stop bullying.</li> </ul>  | <ul style="list-style-type: none"> <li>• Treat others with care and respect;</li> <li>• identify and respond effectively to bullying; and</li> <li>• be active in bullying prevention.</li> </ul>   |
| Staff  | <ul style="list-style-type: none"> <li>• Feel safe and supported in the workplace;</li> <li>• access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention;</li> <li>• be involved in the development of the school's bullying plan;</li> <li>• be informed of the school's current information on bullying;</li> <li>• be treated with respect in the workplace; and</li> <li>• access to professional learning in preventing and effectively managing bullying.</li> </ul> | <ul style="list-style-type: none"> <li>• Promote and model positive relationships;</li> <li>• participate in implementing the school plan to counter bullying;</li> <li>• follow the plan for early intervention and management of bullying;</li> <li>• be alert for signs of student distress;</li> <li>• identify, respond and record bullying incidents;</li> <li>• teach strategies to respond effectively to bullying;</li> <li>• promote social problem solving with students; and</li> <li>• respect and accept individual differences.</li> </ul> |

| MEMBERS  | RIGHTS   | RESPONSIBILITIES  |
|--|--|---|
| Administrators                                 | <ul style="list-style-type: none"> <li>• Are supported in developing and implementing the school's plan to prevent and effectively manage bullying.</li> </ul>   | <ul style="list-style-type: none"> <li>• Provide leadership in resourcing the school's prevention and effective management of bullying;</li> <li>• implement the school plan;</li> <li>• provide support to students involved in bullying;</li> <li>• ensure parents are informed of the school plan; and</li> <li>• support staff to implement the school's plan.</li> </ul>   |
| Parents  | <ul style="list-style-type: none"> <li>• Expect children to be safe and provided with a supportive school environment and treated with respect; and</li> <li>• provided with access to information on the prevention and response strategies related to bullying.</li> </ul> | <ul style="list-style-type: none"> <li>• Support and encourage children to treat others with respect and act in accordance with the school plan if they observe bullying;</li> <li>• be alert for signs of distress;</li> <li>• encourage children to report bullying incidents;</li> <li>• set a positive example when dealing when bullying;</li> <li>• inform school of concerns; and</li> <li>• are aware of school plans and support school in effectively managing bullying.</li> </ul> |
| Wider community: including other professionals | <ul style="list-style-type: none"> <li>• Strategic inclusion in prevention and bullying incident management.</li> </ul>  | <ul style="list-style-type: none"> <li>• Provide support and input into the school's approach to preventing and managing bullying.</li> </ul>   |

## 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.

## **Roles of Others**

Bullying also involves the concept of "bystanders "

- Bystanders to Bullying:  
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 Dalkeith Primary School 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.

## **Terminology**

Dalkeith Primary School promotes the use of affirmative language that supports the values of the *Curriculum Framework*. 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.

When investigating, responding and reporting incidents of bullying we use the following terminology; "bullied students", "students who are bullied", "victimised students", "students who bully", "students who engage in bullying behaviour" and "students who bully others".

## **School Strategies to Prevent and Manage Bullying**

Dalkeith Primary School is for people who believe that a child needs a well rounded education from a nurturing environment.

## WHOLE-SCHOOL PREVENTION STRATEGIES

### Positive Relationships

- Inclusive, safe and welcoming learning environments
- school mantra *Celebrating Success* embedded into all aspects of the school life
- open and proactive communication
- collaborative practices in leadership, teaching and learning
- seeking and responding to feedback eg. surveys, Learning Journeys
- email communication
- professional learning
- effective classroom and playground agreements
- positive staff role modelling eg. Staff agreements, Brag board

### Programs

- Virtues program including assemblies, certificates, book prizes and regular newsletter articles
- Explicit teaching of social skills through cooperative learning focus
- student leadership eg. year 7 leadership, cooperative learning roles and responsibilities
- buddies
- TRIBES strategies eg. social circles
- Bluearth

## TARGETED EARLY INTERVENTION STRATEGIES

### Whole School

- implement long term prevention curriculum through a scope and sequence in the Health plan to develop the following:
  - a. what behaviours constitute bullying
  - b. why bullying is unacceptable
  - c. the development of effective bystander behaviour
  - d. understand the school's prevention and management of bullying processes and strategies
  - e. awareness raising of cyber bullying and how to deal with it
- seek to understand the rights and responsibilities of each stakeholder
- provide professional learning and information to staff and parents
- proactive modelling of pro-social behaviour to identifies students
- highly visible and active approach to playground supervision. Identify danger times and hot-spots
- record and manage playground bullying incidents. Inform class teacher/Admin
- communicate incidents and issues related to bullying to all staff at Monday communication meetings

### Classroom

- use cooperative learning strategies with students and explicitly teach roles and responsibilities of group workers
- implement effective classroom behaviour management methods that focus on social problem solving and positive action. eg. negotiated classroom agreements;
- identify early signs of relationship issues within year groups across the school. eg. social circles, class meetings
- develop teaching/learning programs focussing on bullying following the Health scope and sequence
- incorporate Friendly Kids, Friendly Classrooms, Friendly Schools and Families, PATHS, Countering Bullying in program
- reinforce good examples of communication and conflict resolution.

## **INTERVENTION FOR BULLYING INCIDENTS**

Bullying is best managed by restorative and solution focussed practices that resolve conflicts, restore relationships and promote tolerance.

### **Identifying bullying incidents**

- See repetitive patterns of behaviour, signs of distress;
- Hear 'rumours';
- Receive a student/parent/staff report; and
- Conduct a social circle or class meeting.

### **Investigating bullying incidents**

At any of the stages below, seek Administration support as required:

- Meet with student or group of students. Record conversation;
- Identify the student bullying, the bystander/s and the student being bullied; and
- Interview each student separately to determine depth/extent/cause of the problem.

### **Reporting bullying incidents**

- Duty teacher informs class teacher and/or Admin;
- Class teacher informs all staff at communication meeting of any behaviours/incidents to monitor;
- Class teacher makes contact with parents of students bullying or being bullied; and
- *Severe clause:* (school Behaviour Management Policy)
  - i. Administration phone parents of students bullying or being bullied.
  - ii. Administration informs District Office and completes a critical incident report.

### **Recording bullying incidents**

- Class teacher records the 'records of conversations', key points from investigations and incidents where bullying has been determined and consequences delivered according to the school Behaviour Management Policy;
- Duty teacher record playground incidents on sheet in green Duty File; and
- Class teacher and/or administration enters bullying behaviours onto SIS Behaviour Management.

### **Responding to bullying incidents**

- Provide ongoing and supportive structures and plans for the students being bullied and student's bullying;
- Monitor the identified students/groups (observe, buddy, planned activities during break times); and
- Refer to classroom Health scope and sequence and related curriculum resources.

### **Case management of students involved in bullying incidents**

- Refer identified students to student services staff;
- Involve parents/caregivers in developing individual plans; and
- Develop resiliency through curriculum.

## **PLANNING, MONITORING AND REVIEW**

### **Evaluation of Effectiveness**

- Use a map of the school playground to survey students identifying the safe areas and hot spots. Gather longitudinal data and report trends over time;
- Analyse SIS data for bullying frequency, repetitive behaviours, group/cohort trends; and
- Anecdotal evidence including teacher judgements and information on curriculum programs, social circles.

### **Modifications of School Plan**

The review of the whole school plan for addressing bullying will involve:

- Input to the plan from the school community and to be ratified by School Council;
- Maintain communication to the community, staff and students to reaffirm the school's commitment to addressing bullying through meetings, assemblies, newsletters; and
- The Behaviour Management committee to review and maintain the policy at the beginning of each school year.

### **The Provision of Professional Learning Opportunities**

- Administration to provide ongoing up skilling in the prevention and management of bullying to all stakeholders;
- Liaise with student services team to provide information; and
- Staff to search West Coast District office PL website.