

# **Sale Primary School Anti Bullying Strategy**



## **Why Have a Bullying Strategy?**

Bullying is part of school life that we all can do without. It can make children feel unsafe at school, either because they're being bullied or because they're wondering when it may happen to them. This can affect children's self esteem, concentration and their ability to learn. We also recognise the need to change the behaviour and attitude of the bullies themselves.

The Sale Primary School endeavours to create a safe, secure and happy learning environment for all of its students. The school acknowledges that bullying can occur in any environment, and while we do not consider that bullying is widespread in our school setting, we feel it essential that we have established procedures to not only combat bullying if it arises, but to cultivate a supportive environment where bullying cannot become established.

## **What Is Bullying?**

Bullying is defined here as a physical and / or psychological action by an individual or group which is purposely intended to hurt or stress another. Bullying is seen as deliberate and can occur over a period of time.

It includes:

- threats,
- teasing and name-calling about a range of things; abilities & disabilities, gender, physical characteristics, family, ethnic, cultural or religious background,
- sexual and racial harassment,
- demands for money or possessions,
- damaging, removing or hiding belongings,
- leaving someone out of activities on purpose, spreading rumours,
- physical violence,
- put-downs, gestures and invasions of personal space,
- other actions which are meant to hurt someone else.

## **Goals of this Strategy**

- To establish a caring and tolerant atmosphere where each member of the school community considers the welfare of others.
- To establish set procedures to deal with incidences involving bullying, for both the perpetrators and the victims.
- To raise the children's awareness of their right to live, learn and be happy at school without fear of emotional, or physical abuse.

- To raise the children's awareness that it is their responsibility to report incidents of bullying.
- To counter views within the school community that bullying is an inevitable part of school life.

### **Some Common Reactions and Unhelpful Beliefs.**

*"I was just mucking around, can't they take a joke?"*

This is the most common response to bullying. To put someone down, ridicule them, make them feel uncomfortable, push them around, or to take their possessions is not a joke.

*"I'll ignore it and it will go away. "*

If anything, ignoring it makes it worse. You will give the impression that it is okay with you and that you agree with what the bully is doing.

*"My parents told me to fight back."*

The problem with retaliation to bullying. Part of the problem with bullying is that it escalates other forms of misbehaviour.

*"I don't want to cause trouble."*

Most cases of bullying are sorted out very simply, especially if it is reported straight away. You're not causing trouble, you're standing up for yourself.

*"It's just a natural part of growing up."*

There is nothing natural about being victimised. Kids have a right to feel safe at school, as well as at home.

***STUDENTS, TEACHERS, OTHER STAFF AND VISITORS HAVE A RIGHT TO FEEL SAFE IN OUR SCHOOL, AND THEREFORE BULLYING IS NOT ACCEPTABLE AT 545, EITHER BY STUDENTS, VISITORS OR STAFF.***

### **What The School Will Do**

- Treat bullying the same way as Mandatory Reporting.- i.e. all incidents of bullying must be reported to the Assistant Principal or the Principal
- Include material on bullying, tolerance and positive social behaviours in the curriculum. Display appropriate posters around the school, ( in corridors, classrooms and around buildings -many of which can be student created.)
- Provide a safe environment for students. teachers, other staff and visitors, by ensuring that the school's facilities are in a safe condition and that the school grounds are supervised by staff, before and after school and during recesses and lunchtimes.
- Provide a supportive school environment which encourages positive relationships between students, their peers and teachers. The school's inclusive curriculum policy details the strategies to foster these relationships

- Maintain a caring playground environment which enables students to develop a feeling of trust and consistency with staff. The schools student management program provides a consistent approach to settling yard conflict, and emphasis is placed on encouraging and focusing on children whom are playing and interacting appropriately.
- Implement the Whole School Student Management Program, and the Bullying Strategy where appropriate, and provide ongoing support through professional development and collegiate support.
- Respond to all reports of bullying by students as outlined in the consequences statement of this strategy.
- Celebrate appropriate behaviour on a consistent basis, in small group, whole class or school based forums.
- Educate the wider community by placing articles in Newline.

*THIS DOCUMENT IS INTENDED TO BE USED IN CONJUNCTION WITH THE SCHOOL'S STUDENT MANAGEMENT PROCEDURE, SOCIAL SKILLS AND SPECIAL NEEDS POLICIES AS ALL STUDENTS NEED EXPOSURE TO MEANINGFUL AND PRACTICAL PROGRAMS THAT HELP EQUIP THEM WITH SKILLS TO HELP ADDRESS BULLYING.*

### Consequences for Bullies

1. Students who are reported for a first incident will be interviewed by the Yard Duty teacher / classroom teacher / Assistant Principal and given the opportunity to modify their behaviour. The Assistant Principal should be notified but does not necessarily take part in the action.
2. Students who are reported a second time for bullying behaviour will be interviewed by the Assistant Principal and a conference with parents will be arranged. Further consequences will be determined at the time of the conference by the Assistant Principal. This may include behaviour contracts, yard detentions, and further counselling and social skills sessions with the Assistant Principal, to assist the student in building positive relationships with his/her peers.
3. Students who are reported for a third bullying incident will automatically be withdrawn from their classes for the remainder of the day and also for the following day . They will be supervised by the administration staff. Parents will be required to attend another interview at which time the consequences for further incidents will be explained (see point 4).
4. Further bullying incidents will result in the student being withdrawn from classes immediately and parents being contacted to arrange for their child to be collected from the school. External suspension will be applied.

*N.B. incidents of serious nature may be responded to by immediately applying the Student Management Code.*

5. Present positive feedback (encouragement &/or positive letters home to parents.) privately after negotiated goals have been achieved.

### **What do we do for the Victims of Bullying?**

1. Students who are bullied for a first incident will be referred to their classroom teacher for immediate advice. The Assistant Principal should be notified but does not necessarily take part in the action.
2. Students who are bullied a second time will be referred to their classroom teacher again and the Assistant Principal will notify the parents of what action is being taken. This may involve specific social skills sessions for the victim to assist them to develop a range of strategies to appropriately deal with any further incidents of bullying.
3. Students who are bullied a third time / continuously will automatically be nominated for a program developed along the lines of a Support Group. Parents will be notified and encouraged to participate in this program. Where necessary, Wellington District Student Support staff will be utilised.
4. Constant monitoring and support would be given to the student.

*N.B. incidents of serious nature may be responded to by immediately applying the Student Management Code. This may be all that is required.*

There may be times when the whole staff need to be alerted to the developments with serious offenders, firstly to act appropriately if that child is involved in more incidences of bullying and secondly, to be positive to that child if he/she's behaviour is showing signs of improvement.

### **Strategies for students to deal with bullying**

- ☺ Don't ignore it! Tell someone. If they don't help you, tell someone else until it is dealt with. Bullying is too important not to report. This includes incidents which involve someone else as the victim. not just yourself.
- ☺ If the problem re occurs then tell someone again.
- ☺ Don't be fooled by the bully's threats to "get you" if you tell. You have a much better chance of being protected if you can say, "I've already told Mrs..... and she knows that if I'm hurt she should come looking for you."
- ☺ Avoid joining in to encourage bullying. Being part of a group which is bullying someone else is just as bad as bullying yourself.
- ☺ Try to remain in sight of adults if you have been bullied.
- ☺ Walk tall with your head held high, don't show that you are scared , even though you may be.
- ☺ Stay near friends, or other children whenever possible. Being on your own makes you more vulnerable.

- ☺ If confronted, stay calm and confidently walk away from the bullying situation
- ☺ If you are getting bullied before or after school then vary times and routes for travelling to and from school. Be aware of the location of safety houses on the varying routes
- ☺ Leave expensive possessions and money at home. If you don't have it with you, it can't be taken away.

### **Strategies for teachers to deal with bullying**

- Listen to the complaints and act upon them, empathy for the victim is vital.
- Avoid labelling students.
- Focus on what you want when there is no bullying - move behaviour towards tolerance and acceptance, model this behaviour.
- Encourage students to be active bystanders, to tell about bullying and to support the victim
- Hold open discussion about bullying in the classroom, teach assertive skills.
- Provide feedback to all students involved in bullying incidents so that they are aware of the consequences that have been implemented.

### **Strategies for parents to deal with bullying**

- Stay calm and accept that all of us have the capacity to be involved in either the giving or receiving end of bullying.
- Listen calmly, note specifically what your child is saying.
- Let the school know what is happening.
- If the victim, let your child know that it is not their fault.
- Try not to model bullying behaviour at home.

### **Evaluation:**

Bullying audits. Anonymous student surveys conducted annually. (See copy of sample bullying audits attached as appendices 1 & 2)

Yard behaviour incident data compiled by the Assistant Principal from the teachers yard duty folders.

This anti bullying policy will be reviewed annually as per school review cycle. This should involve, where practicable, surveying of staff & parents, as well as the bullying audit surveys completed by students.

# Bullying Audit Survey

Name.....

Grade.....

Sale Primary School wants to provide a safe and happy school environment for all of its students. We know that sometimes some of our students are not happy at school because they are bullied.

Your teacher would have spoken to the class about bullying. You should be aware of what bullying is.

The school thinks that it is important to help both the children who are being bullied and those children who are responsible for the bullying. To help us we would like you to answer the following questions. Your teachers will be the only ones to see this form.

1. **Have you been bullied this year?** YES NO
2. **Have you been bullied ?** REGULARLY / NOT VERY OFTEN / LOTS
3. If you have been bullied by the same person more than once, could you write down their names.

.....  
.....  
.....

4. Where have you been bullied in our school? (Circle your answers)

- |                                |                   |
|--------------------------------|-------------------|
| In your classroom              | At assembly       |
| In the toilets                 | In the playground |
| On the way to and from school. |                   |

5. If you have been bullied have you tried to do something about it?

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6. Is there anything else you would like to your teachers about bullying in our school?

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