

STUDENT ANTI-BULLYING POLICY

Milgate Primary School



Definition:

Bullying is the ongoing, intended, negative or harmful actions that one or more individuals do towards another individual. Those affected feel pain or distress.

Bullying can be:

- Emotional-being unfriendly, excluding, tormenting (eg. hiding books, threatening gestures)
- Physical- pushing, kicking, hitting, punching or any use of violence
- Racist- racial taunts, graffiti, gestures
- Verbal- name-calling, sarcasm, spreading rumours, teasing
- Sexual- unwanted physical contact or sexually abusive comment
- Cyber internet- misuse, mobile threats by messaging or texts, misuse of a camera or video facilities.

Why it is important to respond:

Bullying hurts. Everybody has the right to be treated with respect and no-one deserves to be a victim of bullying. Students who are bullying need to learn positive ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

- All staff at Milgate Primary School are committed to providing a safe, caring and friendly environment for all students.
- Bullying in any form is unacceptable. Issues of bullying will be dealt with promptly and effectively. Students who witness bullying are expected to tell staff.

What Bullying is not:

Many inappropriate behaviours are not examples of bullying even though they are unpleasant. Examples of this include single episode mutual disagreements or acts of random aggression or intimidation.

Rationale:

Milgate Primary School will provide a positive culture where bullying is not accepted. All members of the community will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Aims:

- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to all affected parties.
- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- To inform parents of students who are involved about incidents of bullying and to enlist their support.

All staff, students, parents and visitors of the Milgate community are expected to play an active role by reporting incidences of bullying.

Implementation:

- The school will have clear and explicit procedures for dealing with bullying
- All teachers at Milgate share the responsibility for addressing bullying through class programs, yard duty supervision and by modelling behaviour consistent with school values
- The school community will support the school's strategies to address bullying
- Parents, teachers, students and visitors to Milgate will be aware of the school's position on bullying

- Implementation of anti-bullying and anti-harassment strategies will be consolidated through related school policies including Milgate Student Code of Conduct, and other Welfare and Wellbeing Policies

A. Primary Prevention. Milgate Primary school will:

- Provide professional development, resources, and preventative strategies for staff on bullying and harassment
- Increase community awareness and input relating to bullying, its characteristics and the school's programs and response
- Provide access to a range of programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving on site or through external agencies
- Monitor yard behaviour and ensure prompt responses to incidences of unsafe or disrespectful yard behaviour
- Explicit teaching of interpersonal skills will be undertaken by classroom teachers
- Promote safe and friendly behaviours through Junior School Council and Student Leaders
- Make a range of activities available to students at recess and lunch breaks
- Provide recognition for positive behaviour and resolution of problems

B. Early Intervention. We will:

- Promote the reporting by children and staff of bullying incidents through regular reminders by classroom teachers and Leadership
- Encourage parents to contact the school if they become aware of a problem
- Fully investigate and document all incidents or allegations of bullying with those involved and witnesses

C. Intervention. We will:

- Plan strategically and pro-actively for those students identified through the Early Intervention strategies, ensuring longer term management
- Fully investigate and document all incidents or allegations of bullying with those involved and witnesses
- Offer counselling and support for all affected parties
- Consequences for students will be individually based and may involve:-
 - exclusion from class
 - exclusion from yard
 - formal reflection time
 - withdrawal of privileges
 - ongoing counselling from appropriate agency
 - ongoing monitoring
 - school suspension
- Support Structures will be available throughout each stage which include:-
 - Reinforcement of positive behaviour
 - Recognition for positive behaviour
 - Communication meetings with parents or caregivers

Evaluation:

This policy will be reviewed with whole staff, student, parent and community input as part of the school's three-year review cycle.

APPENDIX: Milgate Student Anti-bullying Guidelines

References:

www.curriculum.edu.au/mindmatters

Circular 41/2002 VicHealth Publicity for Partnership Campaign Together We Do Better: Department Participation

www.bullyingnoway.com.au

www.eduweb.vic.gov.au/bullying/index.htm

STUDENT ANTI-BULLYING GUIDELINES

Milgate Primary School



It is all members of the Milgate community's responsibility to take the necessary steps to stop bullying behaviour. Our Learning Community at Milgate values Integrity, Respect, Responsibility, Cooperation and Resilience. Each person is recognised as a unique individual bringing special qualities and gifts to share and so we all have responsibility to respect each other and create an environment where we feel safe and secure.

What is Bullying?

	Direct	Indirect
Physical	<ul style="list-style-type: none"> • Hitting, slapping, punching • Kicking • Pushing, strangling • Spitting, biting • Pinching, scratching • Throwing things (e.g. stones) 	<ul style="list-style-type: none"> • Getting another person to harm someone.
Non-Physical	<ul style="list-style-type: none"> • Mean and hurtful name calling • Hurtful / friendly teasing • Demanding money or possessions • Forcing another to do homework or commit offences such as stealing 	<ul style="list-style-type: none"> • Spreading nasty rumours • Trying to get other students to not like someone.
Non-Verbal	<ul style="list-style-type: none"> • Threatening and/or obscene gestures 	<ul style="list-style-type: none"> • Deliberate exclusion from a group or activity • Removing and hiding and/or damaging other's belongings.

Harassment is unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated or offended. Harassment can be seen as one form of bullying. These terms are often interchangeable.

Rights and Responsibilities:

Rights:

- Every person has a right to feel safe. Any person who bullies another is denying them that right. This means we have to think about others (not just ourselves) in the classroom and in the playground. The right to feel safe means we have a responsibility to consider how we speak and act towards others. Bullying takes away a person's sense of security. The right to feel safe means that bullying of any kind is unacceptable.
- Every person has the right to be treated with respect and fairness. This means we show respect to other people, and their property, in the class and in the playground. The right to receive respect and fair treatment requires from us the responsibility to show manners and courtesy towards others.
- Every student has the right to learn. This means we do not adversely affect or interfere with the learning of another student.

Responsibilities:

- Staff, students and parents have the following responsibilities:

Leadership Team will:

- Support, promote, enact, maintain and review the bullying policy and procedures.

All staff will:

- Be familiar with the school's bullying policy and procedures.

Teachers will:

- Model appropriate behaviour using our Milgate Values
- Listen to reports of bullying.
- Promptly act upon these.
- Inform Leadership.
- Provide support for the person being bullied from further harm.
- Act to stop the behaviour from reoccurring.
- Record identified bullying incidents (Welfare register)

Students who are bullied need to communicate about it with:

- A teacher, a staff member or student of trust and give full details of the event
- Their parents and give them full details of the event.

Student witnesses to bullying should:

- Model appropriate behaviour using our Milgate Values.
- Seek teacher assistance; and
- Document the incident if requested.

Parents should:

- Listen sympathetically to reports of bullying.
- Speak to relevant school personnel (not the alleged student/s concerned); and
- Cooperatively work with the school in seeking an improved solution.

Parent witnesses should:

- Be limited to appropriate verbal intervention.
- Seek teacher assistance; and
- Document the incident if requested by school staff.

Management of Bullying Incidents:

All parties are expected to treat each other with respect and dignity, and ensure the confidentiality of any issues that may arise.

Teacher's Responsibilities

- Teachers to be familiar with the anti-bullying policy and procedures.
- Teachers to be models of caring and tolerant behaviour.
- In the first weeks of each school year, the non-acceptance of bullying and consequences are to be discussed in class with students
- Teachers are to make students aware of their responsibilities with regard to the anti-bullying policy
- Implement lessons to develop resilience to bullying.
- Teach relevant restorative practice strategies
- Promptly attend to and report instances of bullying behaviour
- Treat information regarding bullying confidentially

Action:

- Protect the bullied child from further harm.
- Record what happened on the Welfare register

- Assure the student bullied that the incident will be dealt with. When the time becomes available, teachers or administrators talk individually to bullying students first.
- Follow up meetings with students who have been bullied. The student who was bullied may receive additional support and there may be additional assertiveness training.
- **Where necessary**, speak to class without using names in for example circle time, small group meetings, class meeting time etc
- **Where appropriate and using discretion**, work with parents of the bullied child to assist their child to avoid being bullied in the future. Keep them informed about progress and the measures taken
- **If necessary, where appropriate and using discretion**, inform the parents of the child bullying and work with them to establish joint strategies for behaviour modification

Challenging incidents – Physical violence or intimidation (e.g. threatening behaviour)

- Immediate notification of assistance from Level Coordinators and/or Leadership
- Move student onlookers away
- Separate students with minimal physical contact
- Apply Student Code of Conduct guidelines
- Report of incident to be recorded (e.g. Welfare register)

Challenging Students

- Arrange collaborative case management of students with persistent aggression or continued victimisation
- Develop a student behaviour management plan
- Problem-solving strategies for dealing with disclosures
- Utilize School Support Officers where appropriate
- Use of sanctions in Student Code of Conduct for violent incidents

School Strategies to Reduce and Prevent Bullying:

Our strategy has two aspects: prevention and management. Prevention strategies assist students to become resilient by providing them with other strategies. Although this approach is not based on sanctions or consequences, the school has a range of such measures available, up to and including suspension or exclusion which is in accord with our Student Code of Conduct guidelines.

Prevention Programs:

Whole School Approach

- Compose a school policy for 'bullying'
- All staff made aware of bullying issues, student attitudes, the need to take action and of their role in implementing the policy
- The bullying policy clearly articulated to staff, students and parents.
- All staff to provide careful supervision
- Discuss the issue of bullying regularly at staff meetings and provide training to all staff.
- Teachers to run a whole school program in the classroom as a prevention model. Cross-curriculum content is utilised to provide practise in conflict resolution and protective behaviours.
- Class discussions to look at problem-solving measures. Focus on behaviour changes not consequences. Preventative social skills training – playing games well, giving and receiving compliments, taking risks and joining in, cooperating and respecting other people's decisions.
- Preventative support systems – peer support such as 'Milgate Mates'
- Restorative Practise small group work for students who bully (conflict resolution, anger management) and students who are bullied (assertiveness training and self-protective behaviours).

Acknowledging and rewarding positive action and appropriate behaviour:

- Milgate Achievers
- Values Certificates and/or awards
- Principal's Awards – Principal Awards are given for positive behaviour in aspects of school life (eg achievement, behaviour etc)

Schoolyard strategies

- Separate the school play equipment into group areas (junior, middle and upper)
- Promotion of positive social interaction and directed play– lunch time activities and ideas given for games
- Teachers reinforce positives with verbal praise and values cards. Listen to grievances and take appropriate action
- Follow the school's Code of Conduct and Student Expectation Guidelines

Induction of new Students and New Staff

- New students arriving later in the school year to be advised of the policy
- Class teachers to introduce new students to the desired outcomes and the prevention programs
- Leadership to discuss program with new staff as part of the induction process.