

BULLYING BEHAVIOUR

Biddabah Public School's stand in relation to positive behaviour:

In a school culture where harmony and cooperation are promoted, bullying is not welcome. It is the responsibility of all school members: students, staff, parents and the community, to work together to stop bullying behaviour.

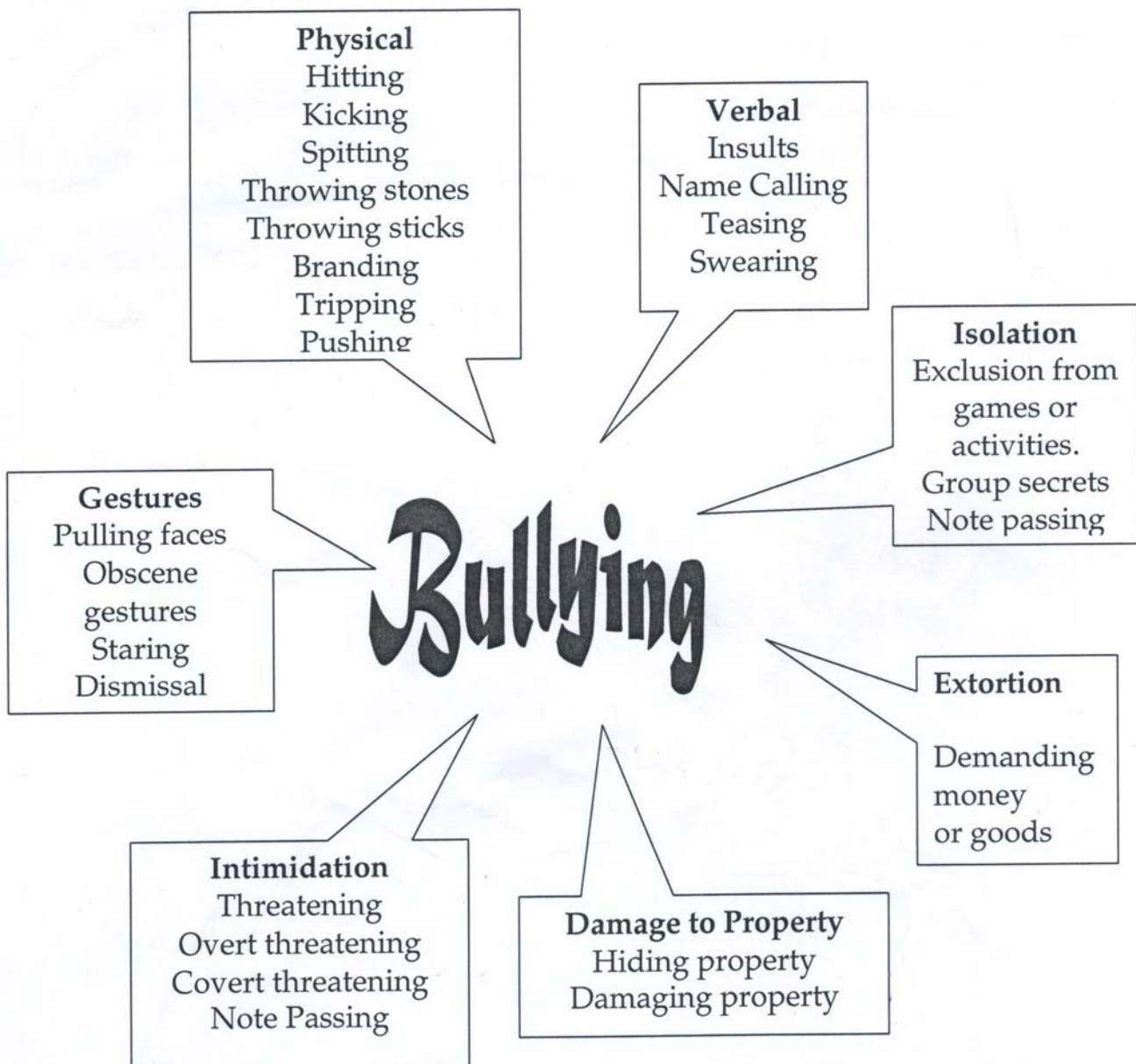
Biddabah Public School's definition of bullying behaviour:

Bulling behaviour is defined as behaviour where there is an imbalance of power and where there is a deliberate intent to cause harm or distress.

These behaviours can be verbal, social, psychological or physical

They impact on the lives of the person / people being bullied, those doing the bullying and those looking on.

Bully incidents can be isolated or repeated.



The rights of students, staff and parents at Biddabah Public School with respect to positive behaviour:

At Biddabah Public School, we seek to build a safe and harmonious school environment where the rights of everyone are respected.

Each student has a right to:

- Work in a safe and healthy environment.
- Be happy and treated with respect.
- Quality education.
- Be a successful learner who is not distracted by others.

Each teacher has a right to:

- Be respected as a professional and an individual.
- Expect behaviour that contributes to a positive classroom atmosphere.
- Teach in a climate free from disruption and where teaching and learning is respected.
- Have time to work with children as individuals;
- Receive support from the school community;
- Expect Quality work.

Each parent has a right to:

- Enter into a supportive communication with the school.
- Receive feedback about student attitude, behaviour and learning.

The responsibilities of students, staff and parents at Biddabah Public School to actively promote positive behaviour:

At Biddabah Public School we seek to create a safe, caring school environment in which students are nurtured as they learn.

It is a student's responsibility to:

- Show respect for, and be friendly and caring towards others.
- Respect the rights and belongings of others.
- Take responsibility for his/her learning, belongings and behaviour.
- Be prepared to listen to and follow the advice of peers, teachers and parents. Accept the consequences of his/her actions and focus on making things right or redressing damage.
- Behave in a safe manner.
- Be honest and truthful.
- Be responsible for his/her behaviour.
- Communicate courteously with others.

It is a teacher's responsibility to:

- Maintain a happy safe environment.
- Assist students to be aware of their roles and responsibilities.
- Work within the school's beliefs, goals and expectations.
- Continually aim to make a good classroom and a good school better.
- Program effectively to cover all areas of the curriculum.
- Provide opportunities for students to take responsibility for their own learning and their own actions.
- Communicate appropriately with parents about individual progress and behaviour of each student.
- Liaise with appropriate staff to appreciate and understand procedures and policies.

It is a parent's responsibility to:

- Ensure children understand their responsibility in maintaining a safe school environment.
- Keep up to date with knowledge of school policies and procedures.
- Provide the school with relevant feedback.

- Help promote respect for the school, staff and fellow students.
- Share a commitment to provide opportunities for students to take responsibility for their actions.
- Ensure children have a positive attitude and understand appropriate school behaviour

Indicators of Teasing and Bullying

- Under achievement
- Refusing to attend school
- Personality change – snappy, withdrawn, tired, outbursts of crying, weepiness
- Loss of appetite
- Lack of confidence, withdrawn from social activities
- Temper flare-ups, abusive language, impulsive hitting out
- Avoidance of specific lessons / days
- Change of routine – route to / from school
- Desire to work / play near supervising teacher
- Mislaid books, belongings, equipment
- Torn / damaged clothing, belongings
- Bruises, cuts
- Psychosomatic illnesses
- Jumpiness, forgetfulness, distractibility
- Reports from self, peers, parents.

Procedures in place for reporting and dealing with incidents

The initial contact with a student who has been subject to bullying behaviour or a student who has exhibited bullying behaviour will be conducted by the staff member of first contact:

- The classroom teacher – for a parent or class member disclosure,
- The playground duty teacher – for an incident on the playground,
- The principal – for disclosure to the principal or
- The stage coordinator in his/her role as a support person
- Stage Three Assistant Principal as Policy coordinator

After ascertaining if bullying has in fact occurred, as distinct from a disagreement between friends, the incident will be recorded in the central bullying register. This will ensure monitoring, follow through and sharing of information between teachers and across years.

The parents of both parties will be notified by the most feasible method. However, both parties will be sent our Positive Behaviour Policy – including our understandings, the PIKAS method and our parent information booklet. Both will be invited to discuss the matter more fully if desired. The opportunity to educate each student on appropriate ways of acting in the future will be available and the school counsellor may also be utilised if considered beneficial in the circumstances.

The PIKAS method may be employed to resolve the incident and to ensure the matter is closed and both parties will not be in the same situation again.

(The student who has exhibited bullying behaviour will also receive a booking according to the current booking practices. This may involve attending planning room to formulate suggestions for restitution.)

The central register will be located in the Assistant Principal – Stage Three Office. It will be a carbonated book in which the incident will be recorded and a copy given to the classroom teacher of the student who was bullied and the classroom teacher of the student who has exhibited bullying behaviour.

As with any extreme behaviour, the Principal has the jurisdiction to suspend any student when necessary.

Proformas are included as follows:

- Central Register format
- Letter to parents of a student who has been bullied
- Letter to parents of a student who has exhibited bullying behaviour.

There will be consequences
for those students
who bully or harass



Your name will be entered on:

The School Bullying Register

There could be:

A Booking

Planning Room

Inschool Suspension

A letter to your parents

Loss of Privileges

3 Way Interview

(Parents, Student, Principal)

TEACHER ACTION STOPS BULLYING

DON'T

- Ignore students complaints or problems.
- Dismiss students as attention seekers or whingers.
- Expect students to sort it out, get tough or cope alone.
- Be over-protective and refuse to allow a students to help herself.
- Over-react to incidents> Treat them in context.
- Ask “why” type questions or attempt to assign blame or guilt to the bully.
- Play favourites.
- Label students or parents.
- Make references to other members of the family, “You’re just like your brother”.
- Give bullies mixed messages by using inappropriate punitive measures.
- Give additional chances and warnings to offenders.

ASKING AN ADULT FOR SUPPORT

DO

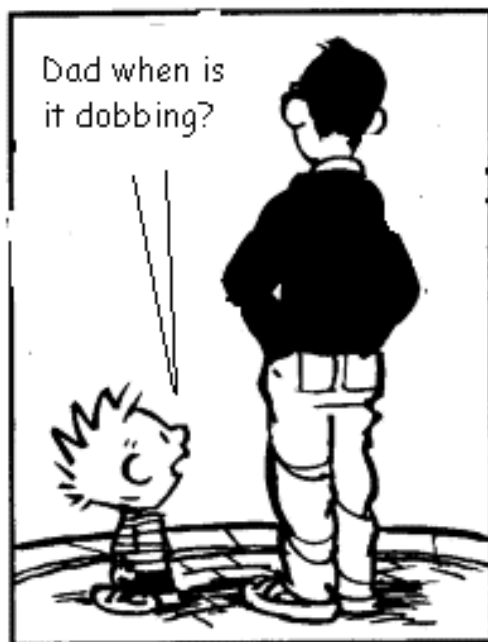
- Stay cool when asking for help.
- Make sure you have tried other ways to deal with being given a hard time before you ask an adult for support.
- Make sure you really want to stop the annoying behaviour, not just to get someone into trouble.
- Say “If you don’t stop, I’ll go and ask Mr Smith for support”.
- Approach a teacher. Look in their eyes and stand tall.
- In a firm voice, tell the teacher what the problem is and what you have already tried to do to deal with it.



DON'T

- Don't ask for adult support until after you have tried to deal with the problem yourself.
- Don't just try to get the other person into trouble.
- Don't choose an inconvenient time to talk to the teacher (unless it's an emergency).
- Don't look up in the air or down at the ground when you are talking to a teacher.
- Don't use a whingeing or complaining tone of voice.
- Don't keep threatening to ask for support. Just say it once and do it.

WHEN IS IT DOBBING?



No one likes "dobbing" but sometimes you might need to ask me for assistance to help you solve a problem you have with another person.



- ☑ Feel free to ask me for help if you've tried to solve the problem with no success.
- ☑ Let me know pretty quickly if it is a serious problem, that is if there is real danger to person or property.
- ☑ 'Include me out' if you just want to get someone into trouble, or if you just want me to notice you, or if you're being helpless. This is dobbing, not asking for help.
- ☑ When you come to me I'll say:
 - "Is this a serious problem?"
 - "Is it your problem?"
 - "What have you tried already to solve it?"
 - "Do you want a solution, revenge or attention?"
- ☑ If I think you've tried to solve the problem and if your motives are good or if it's a dangerous situation, I'll help you to find a solution.

Restitution

Reality Therapy

Reality Therapy is a positive action-oriented approach to help students take more effective control of their lives. Using Reality Therapy we teach children that we all have the same basic needs:

- The need to be loved;
- The need to be successful;
- The need to have freedom of choice; and
- The need to have fun.

Children learn that when they are upset it is because one of their needs is not being met. The children have to figure it out for themselves what they need, attention (LOVE), achievement (POWER), independence (FREEDOM) or well-being and laughter (FUN).

When children learn to do this instead of being angry or depressed they will have better behaviour. They can learn to meet their own needs without interfering with other people's needs.

The focus of restitution is to develop an action plan to try a new way of getting his needs met (to try a new behaviour) and then to evaluate whether or not this new behaviour is better. This evaluation will be mainly based on how he feels and how he sees his behaviour is affecting those around him.

The child is assisted by the teacher to answer and to learn to answer the following Reality Therapy questions:

1. **What do you want?** (What do you want to change? What is your goal? How do you want to be feeling? What's important to you?)
2. **What are you doing now?** (What action have you taken? What are the steps? When did it begin to fall apart? How often have you tried?)
3. **Is it working?** (Do you feel good about it? Do you like it the way it is? Have things improved? Are your needs being met? Did your plan come together?)
4. **Do you want to make a plan?** (What do you want to do? How could this go better for you? What are some other ways of looking at this?)