



# ANTI-BULLYING POLICY

ANTI-BULLYING POLICY V1

2018

School authorities, schools and teachers owe a duty of care to their students. This duty arises from the nature of the relationship and exists whenever and wherever the student is in their care. This duty does not require the prevention of all injuries – the standard of care required is that reasonable care is taken to prevent reasonably foreseeable injuries.

At Chrysalis Montessori School, students have the right to feel safe, valued and empowered and the school has a legal duty of care to provide all students with an environment where their rights to safety and wellbeing are respected and upheld. The school has adopted the Child Safe Standards as developed by the Royal Commission into Institutional Responses to Child Sexual Abuse, which articulate the essential standards of a child safe institution. The Child Safe Standards guide what our school does to be child safe by setting best practice to drive and guide performance. Further, the Child Safe Standards are a benchmark against which institutions can assess their child safe capacity and set performance targets. The Standards are:

1. Leadership, Governance and Culture
2. Children’s participation and empowerment
3. Family and community involvement
4. Equity and diverse needs
5. Human resource management
6. Child-focused complaints process
7. Staff education and training
8. Physical and online environment
9. Continuous improvement and review
10. Policies and procedures

Chrysalis shall communicate this anti-bullying policy to the whole school community annually, so that there are common understandings throughout the school, that everyone knows what the school’s anti-bullying policy is and how it is applied, and that there is a commitment to reduce bullying. Anti-bullying is included in the Health Curriculum.

Positive behaviour is acknowledged, encouraged and modelled by all members of the school community. The Anti-Bullying Policy reflects the purposes and practices of the school’s Behaviour Management Policy.

## DEFINITION OF BULLYING

"Bullying is a behaviour which can be defined as the repeated attack, physical, psychological, social or verbal, which is formally or situationally defined, on those who are powerless to resist, with the intention of causing distress for their own gain or gratification." Besag (1989)

Bullying involves a desire to hurt + hurtful action + a power imbalance + an unjust use of power + (typically) repetition + evident enjoyment by the aggressor and generally a sense of being oppressed on the part of the victim. Ken Rigby (2002)

What is Bullying?

- Repeated and unjustifiable behaviour
- Intended to cause fear, distress and/or harm
- Physical, verbal, psychological, relational
- By a more powerful individual or group
- Against a less powerful individual unable to effectively resist.

*Child Health Promotion Research Centre – ECU (2005)*

All three definitions of bullying contain the same three main parameters of bullying. These are:

- repetitive behaviour – prolonged over time;
- the involves of an imbalance of power; and
- it may be verbal, physical, emotional or psychological.

Bullying takes many forms, but can be best categorised under the following headings:

**Emotional bullying includes:**

- being excluded from group conversations and activities;
- making up or spreading rumours to facilitate dislike for someone;
- being ignored repeatedly;
- purposeful misleading or being lied to;
- making stories up to get others into trouble.

**Physical bullying can be:**

- hitting, kicking, pinching, pushing, bumping, shoving, scratching, slapping, biting, punching or tripping someone repeatedly;
- unwanted physical or sexual touching;
- throwing objects with the intent to injure or annoy.

## 1. Why do some students bully?

Research from the Friendly Schools Plus program states that some students bully for the following reasons:

- To be popular and admired
- They are afraid of being left out
- Jealousy of others
- They enjoy the power
- They see it as their role e.g. leader
- It seems like fun/boredom
- To maintain their self-esteem.

The student who bullies others may not necessarily stand out as having any behavioural issues and may in fact be liked by staff and regarded as a school leader.

## INDICATORS THAT A CHILD MAY BE BEING BULLIED

Parents may be the first to notice the signs that their child may be being bullied. The signs for parents often include the child not wanting to go to school, saying they are sick to avoid attending school and generally not enjoying going to school anymore. The child can often withdraw, have emotional outbursts, get upset easily, have difficulty concentrating, or complain of headaches or stomach aches. Listed below are some indicators that a child is being bullied:

### Emotional

- Changes in behaviour – becomes withdrawn, mood changes, stops eating irritability and temper outbursts, appearing tearful, distressed, unhappy, anxious, depression

### Physical

- Psychosomatic complaints, headaches, stomach aches, negative body language, tics

### Social

- Social withdrawal, increased sibling rivalry

### Behavioural

- Outbursts of temper, problematic behaviour

### School/academic

Erratic/decline in school attendance, truancy, decline in work standards

While all of the above are signs of possible bullying, they may also be signs that something else is happening with the child. Referral to the appropriate school personnel to determine the cause of the issues is recommended.

### Cyber bullying

Cyber bullying is a form of bullying that can have an impact on children who use email, text messaging, chat rooms, mobile phones, mobile phone cameras, discussion groups or web pages. Cyber bullying is

covert psychological bullying as it involves repeated hostile behaviour that is intended to cause harm and distress.

Methods of cyber bullying include:

- texting derogatory messages on mobile phones;
- sending threatening emails;
- forwarding a confidential email on to several other people;
- ganging up on one student and bombarding him/her with emails;
- setting up a derogatory web site dedicated to a targeted student and inviting others to comment;
- participants in a chat room saying derogatory comments about or excluding someone.

Chrysalis School recognises that technology plays an important and positive role in everyone's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

The school aims to ensure that:

- we safeguard the pupils in the real and virtual world
- pupils, staff and parents are educated to understand what cyberbullying is and what its consequences can be
- knowledge, policies and procedures are in place to prevent incidents of cyberbullying in school or within the school community
- we have effective measures to deal effectively with cases of cyberbullying
- we monitor the effectiveness of prevention measures
- parents are informed of any incidents of cyber bullying

Primary students and their parents sign the School Acceptable Use Policy relating to Information Communications Technologies and the Internet.

See document 'Mobile Phone, Email and Internet at Chrysalis Montessori School' and 'School Acceptable Use Policy'.

### **What are the signs a child is being cyber bullied?**

Cybersmart, a national cybersafety and cybersecurity education program managed by the Australian Communications and Media Authority (ACMA) has listed some common signs of children being bullied online. These signals are:

- changes in their general behaviour;
- a decline in physical health;
- changes in friendship groups;
- change in sleep patterns;
- avoiding school or clubs.

As well as these signs, any unusual behaviour that a child is exhibiting may indicate that they are a victim of cyber bullying. Often problems that exist in the real world can transfer to the Internet.

## THE BYSTANDER

Bullying is a social dynamic that involves all students, not just those bullying or being bullied.

The bystander is the name given to the group of children who are not directly involved in either the bullying or being bullied. The action taken by this group has been shown to either discourage or support the person bullying.

Bystanders can play an important role by being supportive of the person being bullied by seeking help, asking the person bullying to stop, by showing support for the behaviour or walking away. A bystander is someone who sees the bullying happening or knows it is happening elsewhere.

Bystanders can also passively or actively prevent or stop bullying. The role of the bystander is becoming increasingly prominent as an effective means to counter bullying.

An essential component of the Chrysalis' Health education includes explicit instruction on the role of bystanders to provide students with the scripts and other social tools to intervene. Students are made aware that even taking action by telling a responsible adult can make a substantial difference.

## PROCEDURE FOR DEALING WITH BULLYING INCIDENTS

1. Any member of staff should take immediate action to intervene if bullying is observed.
2. All incidents of perceived bullying are to be reported to the child's teacher or the Principal.
3. Students are encouraged to report any bullying to their parent and their teacher  
(or another staff member).
4. Prompt action is taken in response to complaints.
5. A 'no blame' approach is used in the first instance.
6. Any discipline strategies are fair, firm and non-violent. In all situations the school explicitly forbids child abuse, corporal and degrading punishment.
7. The school's Behaviour Management Policy is employed, with a particular focus on group systems and dynamics.
8. Parents/Carers are kept well informed and are involved in monitoring the progress and improvement of group dynamics and impacts.

## RIGHTS AND RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS

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</li> <li>• are included</li> <li>• are treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>• participate and contribute to school positive behaviour programs</li> <li>• build positive relationships</li> <li>• demonstrate respect and tolerance towards others</li> </ul>
School leadership	<ul style="list-style-type: none"> <li>• is supported in developing the school's plan to prevent and effectively manage bullying</li> <li>• is supported in implementing the strategies and programs under the school's plan</li> </ul>	<ul style="list-style-type: none"> <li>• provides leadership in resourcing the school's plan</li> <li>• ensures the school community is informed of the plan</li> <li>• implements the plan</li> <li>• supports staff to implement the strategies and programs under the plan</li> </ul>

Staff	<ul style="list-style-type: none"> <li>• feel safe and supported in the workplace</li> <li>• are informed of the school's plan on bullying</li> <li>• have access to professional learning in preventing and effectively managing bullying</li> <li>• have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/emotional learning)</li> </ul>	<ul style="list-style-type: none"> <li>• promote and model positive relationships</li> <li>• participate in developing the school plan</li> <li>• identify and respond to bullying incidents</li> <li>• deliver the strategies and programs to students in responding to bullying effectively</li> <li>• promote effective bystander behaviour</li> <li>• promote social problem-solving</li> <li>• use appropriate terminology when referring to bullying and the students involved</li> </ul>
Students	<ul style="list-style-type: none"> <li>• have access to curriculum that supports the building of resiliency and social skills</li> <li>• are informed of the school's plan on bullying</li> <li>• are provided with supports to stop bullying</li> </ul>	<ul style="list-style-type: none"> <li>• understand and value the concepts of inclusion and tolerance</li> <li>• identify and respond effectively to bullying</li> <li>• are aware of themselves as bystanders</li> <li>• seek help for themselves and others as needed</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• are treated with respect</li> <li>• are confident their children are provided with a safe and supportive school environment</li> <li>• are provided with access to information on the prevention and management of bullying</li> <li>• are informed of the school's plan and opportunities to participate</li> </ul>	<ul style="list-style-type: none"> <li>• support and encourage children to treat others with respect and tolerance</li> <li>• act in accordance with the school plan if they observe/ know about bullying</li> <li>• encourage children to report bullying incidents</li> <li>• work effectively with the school in responding to bullying</li> </ul>
Wider community: including other professionals	<ul style="list-style-type: none"> <li>• are strategically included in prevention and bullying 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>

**RESPONSES TO BULLYING INCIDENTS**

For consistent student education, the school's Behaviour Management Policy will be used in the first instance to resolve all behavioural issues. However, the appropriate treatment of bullying incidents will be linked to the type of incident and the degree of severity. Each case will be treated individually to ensure a successful outcome to the problem. Particular focus in possible bullying situations is the roles played by all members of the group involved, including bystanders.

Low level of severity

- These cases should never be ignored.
- Talk with the bully/ bullies, pointing out the distress felt by the victim. Explain how/ why the behaviour is unacceptable. Encourage and reinforce pro-social responses from the bully/ bullies.
- Talk with the victim to discover whether he/ she has in any way provoked the bullying behaviour. Suggest ways in which the victim may be able to deal with the situation and access resources, for example friends who might help.
- Monitor carefully what happens next and be prepared to intervene if the situation deteriorates.

### Higher levels of severity

The following methods have all been used at Chrysalis.

#### **The No Blame Approach**

This technique can be used when the bullying is not too serious, when the facilitator feels that both the person bullying and the person being bullied want the bullying to stop and when empathy can be built for the feelings of the person being bullied. This approach has been particularly successful with issues like teasing or exclusion within a group of friends. The no blame approach encourages both parties to work together to come up with a mutually agreeable solution.

#### **Restorative Justice**

Bullies are encouraged to take responsibility for their actions and to repair the harm they've done— e.g. by apologising, returning stolen money, or community service. Restorative justice involves both the victim and the bully and focuses on their personal needs. In addition, it provides help for the bully in order to avoid future offences.

#### **The Method of Shared Concern**

Bullies are seen individually, rather than as a group. The teacher/ interviewer shares his/ her concern for what has been happening to the victim and encourages the bully to help remedy the situation by taking responsible action. Next, group work with the victim and the bullies is undertaken to ensure a true reconciliation takes place. Developments are carefully monitored.