

Anti – Bullying Policy

Purpose

1. Positive, predictable environment
2. No place for bullying
3. Types of behaviours that will not be tolerated
4. Types of bullying
5. Bullying may be related to
6. Agreement among students, staff and parents

Rationale

7. Behaviours are peer-maintained
8. Based on research-validated schoolwide positive behaviour support processes

Prevention

9. Schoolwide universal behaviour support
10. Curriculum modules of anti-bullying
11. Introductory lessons
12. Follow-up lessons
13. Improvement in the understanding of bullying
14. Behavioural data for decision-making.

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Ormeau State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity
 - ensuring the safety and well-being of all members of the school community.
 - The prevention and control of bullying through teaching of Pro-social skills to encourage the development of resilient children with strong self-esteem.
 - The raising of awareness to school community of what bullying is and making clear the school's expectations.
 - The implementation of lessons
 - Giving help and support to "victims" of bullying and developing their skills to not be a victim
 - Giving help and support to "bullies" to change their behaviours and become part of the supportive school environment effectively.
 - Informing parents of any unacceptable behaviour and including them in the support process for both the bullies and the victims.
 - Establishing effective procedures to identify and deal with bullying if and when it occurs.
 - To establish a "Bullying Referral Officer (BRO) for students.

"Bullying is the wilful, conscious desire to hurt another or put him/ her under stress." Thus bullying was conceived as a desire. Anybody who wants to hurt somebody- and knows it- is then by definition, a bully."
Tattum and Tattum 1992
(<http://www.education.unisa.edu.au/bullying/define.html>)

2. There is no place for bullying in Ormeau State school. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Ormeau state school include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying can be:

- Verbal:** involves name calling, teasing, put-downs, threats (extortion) or degrading comments about another's gender, culture, religious or social background. Ridiculing another's appearance or making suggestive comments. Sexual abuse or harassment. Unwanted phone calls or attention are given or the child is being rude and impolite.
- Non-Verbal:** writing offensive notes or graffiti (including electronic messages) about others and using gestures to offend.
- Physical:** any physical violence where the person may be hit, tripped, forcing others to act against their will.
- Social:** the person is left out (exclusion), ignored, or rumours are spread about the person or their family.
- Psychological:** the person is stalked, given dirty looks or inappropriate gestures.

Bullying is different from ordinary teasing, rough-and-tumble or schoolyard fights. What makes it different is that the incidents are ongoing, and there is usually an imbalance of size, strength and power between the people involved

5. Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

6. At Ormeau state school there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

7. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
8. The anti-bullying procedures at Ormeau state school are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

9. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - a. All students know the 6 Values (school rules) and have been taught the expected behaviours attached to each rule in all areas of the school
 - b. All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - c. All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - d. A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
13. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Ormeau State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
14. Ormeau state School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)

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