

BORDERTOWN PRIMARY SCHOOL ANTI-BULLYING POLICY

Bordertown Primary School seeks to be a place where people act honestly and responsibly, with kindness, integrity, and within a spirit of cooperation and respect for themselves and others.

The Bordertown Primary School Anti Bullying Policy is intended to:

- provide a safe, happy and positive learning environment for the students and staff
- create a supportive climate for all students
- provide the basis to repair harm and modify future behaviour.

This policy applies to all school and school-approved activities. This includes school bus travel, sports, excursions, and special programs such as Pedal Prix, SAPSASA and Choir.

RATIONALE

At Bordertown Primary School, we expect students to act in accordance with our school values:

- **Kindness** - speaking and acting with care and concern for others
- **Respect** - taking into account the feelings, motivations, cultures, backgrounds, languages, circumstances, desires, beliefs and opinions of others
- **Co-operation** - working together to maintain an atmosphere of safety and wellbeing within the school community
- **Responsibility** – acting in a manner that demonstrates ownership of personal decisions and behaviour
- **Honesty** – telling the truth, especially when it takes courage to do so
- **Integrity** - acting fairly and ethically in personal judgements.

Bullying, conflict and harassment behaviours do not reflect our school values and we believe that these behaviours can affect everyone in the school community. They affect the people directly involved and also those who may witness violence, intimidation and the distress of the person harmed. Family relationships may be especially affected by the distress caused by bullying behaviours. Bullying behaviours may also damage the atmosphere of a class and the climate of the school.

Accordingly, the staff at Bordertown Primary School do not tolerate bullying behaviours being used by any student to another student or group of students.

DEFINITION

Bullying is repeated verbal, physical or social behaviour that is harmful and involves the misuse of power, position and privilege by an individual or group towards one or more persons. It is done to intimidate, coerce, to engender fear and to control. Bullying can take a number of forms: physical, verbal, emotional, racist or sexual. Cyber-bullying refers to bullying through information and communication technologies.

Physical:

- Dominating others physically due to proximity, size, strength etc
- Any form of violence, including threats — hitting, pushing, tripping etc
- Interference with others' property.

Verbal:

- Sarcasm, name calling, ongoing nasty teasing, spreading rumours, threats and intimidation
- Commenting on the size or shape of someone's body in a hurtful manner.

Ethnicity (Racial):

- When race or culture is used as a weapon to hurt.

Sexual:

- Unwanted/inappropriate sexually or gender related comments, gestures, touching, brushing up against etc.

Emotional:

- Using status in a group
- Excluding, tormenting, mimicking, ridiculing, humiliating— if it is persistent (even if it is low level)
- Using popularity to manipulate or control others
- Singling someone out for unfair treatment.

Cyber-bullying:

- Unwanted contact using emails, texting, phone calls, social networking, which may or may not be obscene or threatening - but has the intention to cause harm emotionally or socially.

At Bordertown Primary School we use the term *bullying behaviours* to describe any behaviour that might be classified as bullying. We believe that there is a difference between bullying, conflict and harassment. We choose not to label students as “bullies” or “victims” as it is important to show care and concern for all students. Identifying a student as “a bully” is counter-productive to the process of restoring harm and modifying future behaviour. Also, we avoid using the term “victim” as it implies helplessness, hopelessness and permanency.

We believe that for these behaviours to be classified as bullying, three factors normally need to be involved:

- an imbalance of power (a group of students against a single child; an older child against a younger child; a physically stronger child against a weaker one);
- the behaviour is intentional in a premeditated sense; and
- the behaviour is usually, but not always, repeated.

Not all distressing or hurtful behaviour is bullying: Conflict and Harassment

In any school there are a multitude of student interactions each day. The vast majority of these interactions are positive and harmonious; inevitably some will be negative.

Conflict or fights between equals and single incidents are not regarded as bullying. Arguments and/or physical reactions can be distressing but it is not bullying when two people are both upset and neither one is misusing power over the other. Conflict may still give rise to unacceptable behaviour which will be responded to as part of the school's behaviour management processes.

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender, age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

Some negative interactions that can occur among students are minor and require little or no intervention by an adult. Beyond this, some students are apt on occasions to express their feelings about another child or their unhappiness with an action directed against them. While incidents of these kinds involve inappropriate behaviour and directly break school/class rules, they do not usually amount to bullying if there is no imbalance of power; the incident is a response to a 'one off' set of circumstances; and no pre-meditated malice or intent is established.

Dislike: Although social rejection can be hurtful, it is not bullying unless accompanied by repeated and deliberate attempts to distress or hurt.

A single incident of malicious or aggressive behaviour: Bullying and harassment are usually repeated actions. A single incident of conflict that involves bullying type behaviours may still be responded to as part of the school's behaviour management processes as unacceptable behaviour.

Incidents involving careless through to inappropriate behaviour will attract some type of intervention which will vary according to the seriousness of the individual incident.

A WHOLE SCHOOL APPROACH: PREVENTION

Research has shown that a reduction in bullying occurs when a whole school approach is adopted. A whole school approach encompasses **PREVENTION**, **RESPONSE** and **INTERVENTION**. With adequate prevention strategies in place the need for intervention is often reduced.

We all have the right to be safe.

(Theme 1: Keeping Safe: Child Protection Curriculum)

Teachers, parents and students can all take actions that assist in preventing potential bullying behaviour.

Whole school commitments include:

- thorough supervision to ensure safety for all
- a caring, co-operative ethos which promotes respect for the individual
- common understandings of rules/expectations, rights and responsibilities
- clear and effective classroom routines, catering for various preferences and styles of learning
- using *cooperative* versus *competitive* classroom practices
- use of restorative practices
- recognition that the silent majority of students can become a positive force in countering bullying behaviours
- a supervised safe area in the shade shelter

We recognise the importance of developing positive relationships among students through participation in the following practices:

- Health and PE Curriculum including the Keeping Safe: Child Protection curriculum and Life Education lessons on a biannual basis
- Good Start programme at the beginning of each year – and revisited during the year, especially expectation reminders
- social skills programmes e.g. M-Power Girls, What's the Buzz, Program Achieve
- lessons focussing on BPS values
- year level, class and/or foyer meetings
- whole school focus, including at assemblies and in Newlink ie give 'bad press' to bullying behaviour, eg 'bullying is uncool'
- school and/or class awards for displaying school values
- behaviour modification plans eg communication books
- regular contact with parents/carers
- recognising and observing early warning signs of distress
- Use 'protective interrupting' so that students do not make themselves vulnerable to attack by others
- supporting access to a supportive staff member, including the Christian Pastoral Support Worker
- awareness of potential 'trouble spots' and times (eg line-up)
- providing extra supervision if required
- empowering all students to prevent bullying behaviours occurring
- encouraging students to raise concerns through Kids' Voice

At Bordertown Primary School we will:

- Openly communicate with the whole school community about bullying behaviour– what it is, the different forms, its affects and what we can do about it.
- Teach our children the skills to build their self-esteem and empower them to take responsibility for themselves and provide them with the opportunity to practise these skills.
- Provide opportunities, both formal and informal, for students to report bullying behaviour.
- Establish a set of procedures that clearly state what action will be taken with bullying behaviour.

Responsibilities of Staff

Staff are required to:

- Model appropriate behaviour at all times, in all conversations with students, parents, and staff
- To act promptly on all reported and observed incidences of bullying behaviour as per school procedures
- Acknowledge that reducing bullying behaviours is a shared responsibility
- Implement prevention and intervention strategies
- Empower students to deal with conflict in constructive ways
- Create opportunities for students to develop a social conscience and to be able to act on this appropriately.
- Teach appropriate curriculum initiatives including the Keeping Safe: Child Protection Curriculum

The response strategy would normally be expected to include:

- Immediate action: investigating and following up all reports of bullying behaviours about which they have been informed or witnessed; and seeking the response of leadership staff if required
- Protection from further harm and, management of any injuries
- Interviewing all students involved in, or affected by, the incident - ensure that appropriate support is put in place for all students who need it.
- Deciding on appropriate action - ensure a consistent response, focus on certainty, not severity, of consequences
- Making consequences clear to children, parents and teachers
- Informing all parents of students involved as soon as practicable
- Keeping parents informed of progress
- Offer a restorative process between all students affected or involved (and parents if necessary) to endeavour to repair harm
- Informing all relevant members of staff about the incident and the action taken
- Recording staff actions, meetings and phone calls
- Encouraging students to the use of *student report bullying behaviour* forms–if they are experiencing bullying behaviour or have witnessed bullying behaviour towards others. Staff may complete a form on behalf of students if they feel the need to do so.
- Recording of incidents of bullying and ensure an escalation of consequences for repeat offenders
- Implementing strategies to support all students involved in incidents; this may include small group work, mentoring or specially devised programs.

Responsibility of Parents

At Bordertown Primary School, we want all our students to develop, maintain and enjoy positive and respectful relationships at play, school and home.

Incidents involving bullying behaviours can occur at all ages and in all situations. Therefore it is part of the role of parents as co-educators to try to prepare their children to deal with potential conflicts.

We encourage parents to:

- Watch for signs their child may be experiencing, or engaging in, bullying behaviour
- Speak to a staff member if they suspect their child may be experiencing, or engaging in, bullying behaviour
- Encourage their child to talk about what is happening and to talk to someone they trust if they are experiencing bullying behaviours
- Encourage their child to use the *Student Report of Bullying Behaviour* forms
- Support the school in dealing with bullying behaviour
- Avoid confrontation or personal accusations of children suspected of using bullying behaviours.

How parents can help

If your child has experienced these behaviours:

- Work on developing your child's self-esteem
- Assist in developing and practising assertive responses
- Coach your child to look confident
- Together develop ways to respond to disappointment, embarrassment and anger
- Encourage creative problem solving skills
- Encourage sharing and collaboration in play activities and home life
- Encourage out of school activities that broaden your child's social network
- Observe internet and social media protocols: ie Facebook terms state that children need to be 13 years of age to have an account.

If your child is identified as using these behaviours:

- Show your child that you still love him/her but that you don't accept these behaviours. Explain why they are wrong
- Encourage your child to talk about his/her feelings
- Be consistent when dealing with the behaviours and their consequences
- Give lots of praise for positive behaviours
- Talk to your child about handling feelings and conflicts in non-aggressive ways
- Understand that for your child's behaviour to change, you need to provide clear expectations, support and constructive opportunities to develop new skills
- Observe internet and social media protocols: ie Facebook terms state that children need to be 13 years of age to have an account.

Responsibilities of Students:

We can help ourselves be safe by talking to people we trust.

(Theme 2: Keeping Safe: Child Protection Curriculum)

Students are encouraged to manage themselves and their relationships in a way that promotes personal wellbeing and concern for others. The most influential factor affecting how well students act in their relationships is what they observe in the significant adults around them. They require opportunities to practise and develop skills that enhance resilience and self-management, in particular negotiation, conflict resolution, problem solving, communication and help-seeking.

With the guidance of staff and parents, we expect students to:

- Use behaviours that reflect our school values
- Not use bullying behaviours
- Identify bullying behaviours in others
- Engage in responsible reporting when witnessing or experiencing bullying behaviours eg using the Student Report of Bullying Behaviour form; or informing staff or parents
- Demonstrate a range of self-management strategies
- Build resilience so as avoid thinking like a 'victim' or 'target'
- Feel empathy for members of the school community who experience bullying behaviours, and, as a result, take safe and sensible action as a *witness*.

Students are actively encouraged to practise the following behaviours:
(Refer Appendix B for more information)

- Fogging – best used when being teased or put down
- Robotic Voice – best used when being harassed
- 'I' Statements – useful to show feelings towards bullies
- Avoiding places where bullying behaviours might take place
- Seeking out friends
- Being assertive
- Using a very strong, brave voice
- Being confident
- Putting on a brave front
- Discussing issues with a teacher
- Talking to friends
- Talking to parents or carers

If a person using bullying behaviour does not have a supportive audience, often he/she either will not continue with his/her actions or will be swayed by the actions of the people nearby. A *witness* to bullying behaviour demonstrates that they are not OK with the behaviour and seek to support the person experiencing the behaviour, and reporting the behaviour as soon as possible. A *bystander* 'stands by' and watches bullying behaviour without doing anything to help. In some cases a bystander may be implicated in the incident, especially if they encourage or support the bullying behaviour.

Acting as a witness may involve the following actions:

- Warning the potential victim of an impending bullying incident
- Staying with the potential victim
- Verbally supporting the potential victim
- Leaving the incident to find an adult.

How to report

Students can use the same processes regardless of whether they are reporting for themselves or as a friend or witness.

If you want to make a report:

- Talk to someone you trust – parents, school adults, friends – persist until you get help
- Tell a teacher on yard duty
- Fill in a Student Report of Bullying Behaviour form
- Go to the Front Office in an emergency

What to report:

- Tell where it is happening
- Who is involved
- If it has happened before
- What has been done to try to prevent it

A WHOLE SCHOOL APPROACH: INTERVENTION

Bordertown Primary School has identified a set of *normally expected* interventions to the varying severity of bullying behaviours. The precise nature of the intervention needs to take account of the circumstances of the individual case. Teachers, parents and students all have a role to play in an effective response to bullying behaviours.

Bordertown Primary School staff believes that the severity of substantiated bullying behaviours will determine the appropriate level of intervention. Teachers and leadership staff are expected to use their professional judgement in regard to the strategy that best suits the situation and the needs of students involved.

Each case will be treated individually and confidentially:

- In most situations we will use an approach focussed on students taking responsibility for their actions and repairing harm caused to others
- Consequences will be negotiated with the aim of being consistent and fair
- Parents may be contacted, particularly in repeat offences
- Students experiencing the behaviours will be supported through the process, and where appropriate have a say in possible outcomes
- Students who use the behaviours will be assisted to take responsibility for their actions, and be supported to make things better for those harmed by their actions, and will be expected to agree to cease using the behaviours.

1. Low level intervention: Classroom teacher and student(s) deal with lesser issues in the first instance. Teachers may use a range of strategies including: apologies, letters, restorative chat/conference, letters, shared concern; No Blame etc.

As secondary problems often arise from not dealing with these incidents or dealing with them ineffectively, it is important for this stage to be managed well.

2. Medium level intervention: Bullying behaviours of a higher order or repeated low level bullying will involve the classroom teacher referring the incident to leadership staff who consult with appropriate personnel to gain a full picture.

Leadership staff will:

- meet with the student(s) engaging in bullying behaviour:
 - make sure they are aware of the type of behaviour - bullying, conflict or harassment
 - look for underlying problems and seek solutions
 - use a range of strategies including 'shared concern'; restorative conferences, No Blame, time out, restricted play etc
- communicate to parents/guardians of the student(s) being affected by bullying behaviour and the student(s) engaging in bullying behaviour (earlier rather than later)
- provide feedback to classroom teacher
- reinforce expectations as agreed upon.

3. High Level Intervention: Serious incidents of bullying behaviours, harassment or conflict will include medium level interventions, as well as exclusion from playground/class, or, if necessary suspension from school. If bullying behaviours continue at any of the above levels, students who are using the behaviours should expect further interventions to be imposed and an escalation in expectations and consequences.

WHOLE-SCHOOL BULLY AUDIT

The whole-school bully audit is conducted each year in Term Two. The purpose of the audit is for data collection only and does not identify the students filling in the form or name any students who may exhibit the behaviours. (Refer to Appendix H)

Data from the audit is collated and shared with staff, Governing Council and parents (via Newslink).

RECORD KEEPING

Teachers are expected to retain information they collect in response to reports of bullying behaviours.

All *Student Report of Bullying Behaviour* forms (substantiated and unsubstantiated), and forms/data collected in the whole-school Bullying Behaviour Audit, will be centrally stored to assist in identifying patterns of bullying behaviours both by students using bullying behaviours and those experiencing bullying behaviours.

REVIEW DATE: FEBRUARY 2015

ACKNOWLEDGEMENTS

Anti-Bullying Policy documents from:

Playford Primary School, SA

Glenelg Primary School, SA

St John Vianney's Primary School, ACT

Ulverstone Primary School, TAS

DECD website: www.decd.sa.gov.au/speced2/pages/bullying

APPENDICES:

Appendix A Possible Signs of Bullying

Appendix B Some Anti-bullying strategies

Appendix C Working with students

Appendix D Restorative Practice

Appendix E The 'No Blame' Approach

Appendix F The 'Method of Shared Concern' Approach

Appendix G Student Report of Bullying Behaviour form

Appendix H Whole School Bullying Behaviour Audit form

APPENDIX A

POSSIBLE SIGNS OF BULLYING

A student who is being bullied may show signs of the following behaviours:

- Be unwilling to attend school
- Feel ill in the mornings
- Begin performing poorly at school
- Become withdrawn, lack confidence
- Become distressed and anxious, stop eating
- Have nightmares
- Have their possessions go missing
- Ask for money
- Refuse to say what's wrong
- Become more aggressive and unreasonable.

APPENDIX B

SOME ANTI BULLYING STRATEGIES

Fogging - best used when being teased or put down “Fogging” involves the student who is the target of the bullying behaviour, responding to teasing with neutral statements or by indicating they don’t care, thus not inflaming the situation. The bully may become so bored they will leave them alone. The student being targeted can repeat these messages whilst walking to safety, near friends or a teacher. Examples of ‘fogging’ statements include: “Whatever!” “As if I care.” “If you say so.” “That’s your opinion.”

Robotic Voice - best used when being harassed “Robotic Voice/Talk” involves the student who is the target of the bullying speaking like a robot, with the tone of voice and the words remaining unchanged. They keep repeating themselves, again walking away from the situation or bully as they speak. The student repeats the same phrase in a monotone e.g “I don’t lend my textas.”

“I” statements – useful to show feelings towards bullies

Students who use “I” statements may feel empowered because they have attempted to take control of the situation rather than walk away or call a teacher. The bully may begin to empathise with the student’s feelings or at least cease the behaviour because of the level of hurt involved. Examples of “I” statements include: “I don’t like it when you do that.” “I want you to stop.”

Raising Awareness

Awareness of bullying issues is raised at school assemblies on a regular basis. Students are encouraged to think about using their ‘network’ of support through continued reference to the Child Protection Curriculum. Students are regularly reminded to use strategies which include; enlisting the help of a friend, finding a teacher and using the above-mentioned specific strategies.

APPENDIX C

Working with the person(s) affected by bullying behaviour

- Reassure him/her that the bullying behaviour is not their fault
- Reassure him/her that he/she will be supported
- Encourage him/her to try and minimise exposure to bullying behaviour eg stay with friends
- Practise assertiveness techniques with students
- Provide opportunities for students to talk and express their feelings about issues
- Give him/her responsibility and praise them for their efforts
- Provide access to a supportive adult eg leadership staff, Mentoring teacher or CPSW
- Encourage participation in self-esteem building activities and programs.

Working with the student(s) using bullying behaviours

- Reassure the student that it is the behaviour that is unacceptable, not them personally
- If possible, discover what is particularly troubling the student
- With the student and his/her parents (if appropriate), work out ways for the student to make amends and to restore right relationships with the student who has experienced harm
- Remind the student of the difference between assertive and aggressive behaviour
- Establish a management plan, keeping in mind the need to set realistic goals
- Praise the student when they are seen to be doing the right thing
- Teach a social skills program within the context of the classroom, if appropriate
- Encourage participation in activities and programs that teach pro-social behaviours

Working with the bystanders/witnesses

- Praise bystanders/witnesses if they tried to prevent the incident occurring
- Discuss alternative strategies with bystanders/witnesses who let themselves become involved in an incident
- Discuss with the bystanders/witnesses ways in which they can restore right relationships with the person experiencing the bullying behaviours
- Make bystanders/witnesses aware of their responsibilities in assisting victims and discouraging bullying behaviours.

APPENDIX D

RESTORATIVE PRACTICE

The aim of restorative practice is to restore the dignity and / or self-respect that has been taken away from the victim. If the victim has lost something material, then this must also be returned. A further aim of restorative practice is for the bully to be able to see through the eyes of the victim and realise just how it feels to be bullied.

The focus should be on the restoration of the person who has experienced harm's wellbeing, which may involve restoring the relationship that has been damaged, and on solving problems, demonstrating empathy and repairing harm. The person using the bullying behaviours is encouraged to take responsibility for his/her actions and recognise the victim's rights and needs.

One way this may be achieved is through conferencing, with the all students affected, together. Restorative practice should not be simply disciplinary action i.e. community service. A variety of methods should be drawn upon, according to the incident to achieve the best outcomes for all stakeholders i.e. conflict resolution strategies and conferencing.

Restorative Questions**

| <u>To the wrongdoer(s):</u> | <u>To the victim(s)/affected persons(s)</u> |
|--|---|
| What happened? What were you thinking of at the time? Who has been affected by what you have done? In what way? | What did you think when you realised what had happened? What impact has this incident had on you and others? What has been the hardest thing for you? |
| What do you think you need to do to make it <i>better</i> ? | What do you think needs to happen to make things <i>better</i> ? |
| If you do not do what you have agreed to do, what do you think should happen then? | If the agreement is not completed what do you think should happen then? |

**Questions are often rephrased to suit the age of students or to re-direct the conversation towards the agreed outcome

Apologies:

If the object of the apology is unclear a question like: "Exactly what are you apologising for?" may be asked.

If people seem to doubt the apology is insincere, ask questions like: "I am not seeing that you look very sorry. Is there something we still need to talk about?"

Restorative Practice and Fair Process:

The three principles of fair process are:

- *Engagement* — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account;
- *Explanation* — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it;
- *Expectation clarity* — making sure that everyone clearly understands a decision and what is expected of them in the future.

APPENDIX E

THE 'NO BLAME' APPROACH

This approach to dealing with bullying involves establishing a support group of students involved in or witnessing a bullying incident e.g. the person who has used the behaviour and/or witnesses and bystanders, but not the person harmed. Blame for the incident is not attributed to anyone in the group. Instead, the group has the responsibility, with guidance, to find solutions for the problem and work towards repairing relationships. This approach may be particularly useful when the person demonstrating the bullying behaviour is likely to change behaviour through the influence of peers.

The *No Blame Approach* involves seven steps:

1. Interview the person harmed by the bullying behaviour:

The teacher interviews the student who has experienced the bullying behaviour to find out how they are feeling and gain permission to tell the 'bullies' about these feelings. The focus is to find out who is involved and some of the details. The teacher reassures the target not to be concerned about reprisals as the person using the bullying behaviour will not be directly 'in trouble' and that the focus is on changing their way of thinking and behaving.

2. Convene a meeting with the students involved:

The teacher meets with the students involved – separately from the person harmed. The meeting is held in a neutral location and participants sit in a circle. The group is reassured that they are not in trouble but that their help is needed to solve a problem the teacher has become aware of.

3. Share the person harmed feelings with the group:

The teacher indirectly, and without apportioning blame, shares with the group how the person harmed is feeling. The teacher listens to the students' responses without probing for details.

4. Hand over responsibility to the group:

The teacher explains to the group that everyone has the right to feel safe and happy at school and that the group can help the person harmed to feel better.

5. Ask the group for their ideas and 5 solutions to the problem:

The teacher asks the groups to suggest ways they could make the student harmed feel happier and safer at school. Negative comments are ignored and positive comments are praised. All students in the group are encouraged to contribute.

6. Allow the students to implement their plan:

The teacher ends the meeting by expressing confidence in the group to take responsibility for implementing their ideas. A follow up meeting is arranged for about one week later.

7. Conduct follow up interviews with the students:

The teacher meets with the student who has been harmed before meeting with the group or individuals involved. If the bullying behaviour has stopped, the students are praised. Reviews and previous steps in the process can be repeated as necessary until the bullying behaviour has stopped.

APPENDIX F

THE 'METHOD of SHARED CONCERN' APPROACH

The *Method of Shared Concern* is a counselling-based approach to resolving bullying situations. The overall aim of the method is to establish ground rules that will enable the students involved to co-exist peacefully within the same school. It does not aim to create friendships or uncover the details of the bullying situation. The teacher uses a specific script to manoeuvre the using students using the bullying behaviour into changing their behaviour. The *Method of Shared Concern* starts from the premise that there is a problem – the fact that the

Harmed student is unhappy at school. The teacher deliberately avoids becoming entangled in fact finding or laying blame. All that is needed is agreement that the student being helped is 'having a bad time'.

The method has three stages:

1. Individual 'chats' with each student involved (approx. 10 mins each)
2. Follow up interviews with each student (approx. 3 mins each)
3. A group meeting (approx. half an hour)

The time frame between each stage is typically one week.

The students using the bullying behaviour are interviewed before the target to avoid any accusations of 'tale telling'. All interviews should happen consecutively without occurring on both sides of a break when students may have time to confer. Interviews should be held in a neutral location where student and teacher can be seated at equal height.

Teachers' Script for bullying students:

1. *I hear you have been unkind to X. Tell me about it. (Follow up denial with: Yes, but nasty things have been happening to X. Tell me about it).*

Listen to what the student tells you. Allow think time and don't accuse or blame. Avoid asking questions. Be accepting if the student feels justified in their behaviour towards the other student – they may feel quite angry or upset with the person. Work towards an understanding that X is having a bad time (whoever is to blame).

2. *So it sounds like X is having a bad time at school.* (Said with emphasis)

By now, the student should assent to this – move quickly to the next stage.

3. *I was wondering what you could do to help X in this situation.*

See what solution the student can come up with. Be encouraging and when some practical and relevant step forward is offered, say:

4. *Excellent. You try that out for a week and we will meet and see how you have got on. Goodbye.*

This process is repeated for each student in turn.

Teachers need to ensure that students have time to think. Offer suggestions if the students cannot think of solutions. Don't encourage silent or unco-operative students to respond –

simply wait in silence for them to speak. If they do not respond after a few minutes, state that it is obvious they don't wish to talk today and that it must be time to return to class (this usually prompts speech!). If negative or impractical solutions are offered, do not dismiss them but ask whether this will help to stop the bullying. If a solution is offered that depends

on someone else's action, do not bargain but respond with: *'I was thinking more about something you could do yourself.'*

The interview with the person affected by the bullying behaviour is less structured. A counselling role is adopted which helps him/her to find ways in which they can be active in improving the situation. If the student is a 'provocative bullied student', the teacher tries to help the student realise that their own behaviour is contributing to the situation and that they also need to change.

Follow up meetings:

These are to establish how well each student has achieved the aim agreed in the first meeting. If

the bullying behaviour has not stopped, continue to work with the students individually in finding a solution. If the bullying has stopped, the students are congratulated on their efforts. A time and place is then set for the group meeting.

Group meeting:

Remind students of how successful they have been in improving the situation. Ask for suggestions of how this change can be maintained over time. Encourage the students to identify what they will do if the bullying behaviour re-occurs. Discuss the idea of co-existing peacefully without necessarily being friends – respecting one another.



BORDERTOWN PRIMARY SCHOOL STUDENT REPORT OF BULLYING BEHAVIOUR 201_



'Bullying is when anybody is mean or nasty to you lots of times and it makes you feel really frightened'

This information will help stop bullying in our school, and to assist you to deal with the behaviour.

If more than one person has used bullying behaviour towards you at a different time to this one, please use another sheet.

| | | |
|--------------|-----------------|--------------|
| Name: | Teacher: | Date: |
|--------------|-----------------|--------------|

| | | | |
|--|---|---|---|
| Where did this bullying behaviour happen? | | | |
| Classroom | School grounds | On the way to or from school | Bus |
| How long has the bullying behaviour been happening? | | <input type="checkbox"/> More than once | <input type="checkbox"/> Often |
| <input type="checkbox"/> Everyday | | | |
| Name the person or persons using the bullying behaviour. | | | |
| What happened? | | | |
| What action have you taken to try to stop, or report, this? | <input type="checkbox"/> Asked to stop | <input type="checkbox"/> Nothing | <input type="checkbox"/> Sorted it out myself |
| | <input type="checkbox"/> Worked away | <input type="checkbox"/> Talked to them | <input type="checkbox"/> Did something back |
| | <input type="checkbox"/> Told / got a friend | <input type="checkbox"/> Told parents / adult | <input type="checkbox"/> Other (specify) |
| | <input type="checkbox"/> Told / got a teacher | <input type="checkbox"/> Ignored | _____ |

| | | |
|---|------------|-----------|
| Did the bullying stop as a result of this action? Please circle: | YES | NO |
|---|------------|-----------|

| | | | | |
|--|--------------------|---------------|------------|-----------|
| Would you like someone to talk to you about this information? | | | YES | NO |
| Class teacher | Mrs Dinning | Other: | | |

Please give your finished form to your classroom teacher.



BORDERTOWN PRIMARY SCHOOL

BULLYING BEHAVIOURS AUDIT 201_

The information that you give us is to help create a safer school environment for all students.

'Bullying behaviour is when anybody is mean or nasty to you lots of times and it makes you feel sad.'

This information is confidential so no other child will know what you have answered.

Year Level: _____

Please circle:

Boy

Girl

Have you experienced bullying behaviour in the school grounds or before or after school this year?

| | | | |
|-------|----------------|-----------|-----------|
| Never | More than once | Most days | Every day |
|-------|----------------|-----------|-----------|

Have you experienced bullying behaviour in the classroom this year?

| | | | |
|-------|----------------|-----------|-----------|
| Never | More than once | Most days | Every day |
|-------|----------------|-----------|-----------|

If you answered **Never** use the remaining time for 'choice' drawing on the back of the page

How old are the people who are using the bullying behaviours?

| | | |
|------------------|--------------|----------------|
| Younger than you | The same age | Older than you |
|------------------|--------------|----------------|

What bullying behaviour is used?

| | | |
|--|------------------------------------|--|
| <input type="checkbox"/> Calling names | <input type="checkbox"/> Teasing | <input type="checkbox"/> Excluding |
| <input type="checkbox"/> Hitting | <input type="checkbox"/> Threats | <input type="checkbox"/> Spreading rumours |
| <input type="checkbox"/> Kicking | <input type="checkbox"/> Put-downs | Other: |

Where does the bullying behaviour usually occur?

| | | |
|---|--|---|
| <input type="checkbox"/> In the classroom | <input type="checkbox"/> In the quadrangle | <input type="checkbox"/> Steel playground |
| <input type="checkbox"/> Around the building | <input type="checkbox"/> On the oval | <input type="checkbox"/> JP playground |
| <input type="checkbox"/> On the tennis courts | <input type="checkbox"/> Wood playground | <input type="checkbox"/> In the sandpits |
| | | <input type="checkbox"/> In the toilets |

When does the bullying behaviour usually occur?

| | | |
|--|--|--|
| <input type="checkbox"/> On the way to school | <input type="checkbox"/> During lessons | <input type="checkbox"/> In line-up time |
| <input type="checkbox"/> Before school | <input type="checkbox"/> Recess time | <input type="checkbox"/> After school |
| <input type="checkbox"/> During lessons | <input type="checkbox"/> Lunch time | <input type="checkbox"/> While on the bus |
| <input type="checkbox"/> Moving between classrooms | <input type="checkbox"/> Between classes | <input type="checkbox"/> On the way home from school |

How have you tried to stop the bullying behaviour? Did the behaviour stop?

| | | | | | |
|--|---|---|--|---|---|
| <input type="checkbox"/> Ignored them | Y | N | <input type="checkbox"/> Asked them to stop | Y | N |
| <input type="checkbox"/> Walked away | Y | N | <input type="checkbox"/> Sorted it out myself | Y | N |
| <input type="checkbox"/> Nothing | Y | N | <input type="checkbox"/> Told an adult at school | Y | N |
| <input type="checkbox"/> Talked to them | Y | N | <input type="checkbox"/> Told an adult at home | Y | N |
| <input type="checkbox"/> Used bullying back | Y | N | <input type="checkbox"/> Told a friend | Y | N |
| <input type="checkbox"/> Kept away from them | Y | N | <input type="checkbox"/> Other: | Y | N |

Have you filled in a classroom Report of Bullying Behaviour form for this?

Yes

No