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ANTI-BULLYING POLICY

POLICY STATEMENT

Morgan Street Public School believes that "Public schools are inclusive environments, where diversity is affirmed and individual differences are respected. The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare. The wellbeing, safety and health of students inform school policies, programs and practices. Partnership with parents, caregivers, students and the wider community is central to the success of this process".

We also acknowledge that, "Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation".

(Taken from NSW Department of Education and Training Anti-Bullying Plan for Schools)
DEFINING BULLYING BEHAVIOUR

- Bullying is deliberately hurtful, (either physically or psychologically).  
  "the wilful, conscious desire to hurt, threaten or frighten someone"  
  \(\text{[Tattum & Herbert, 1990]}\)

- Bullying is repeated often over time.  
  "a power imbalance between people and an exploitation of power. It has an  
  intent to injure and is not random. It is deliberate and repetitive and can be  
  verbal, physical or psychological" \(\text{[Slee, 1993]}\)

- Bullying is difficult for the person being bullied to defend himself/herself against it -  
  he/she is weaker physically or psychologically.  
  "we say a person is being bullied, or picked on, when another person, or a  
  group of people, say nasty and unpleasant things to him or her. It is also  
  bullying when a person is hit, kicked, threatened, locked inside a room sent  
  nasty notes, when no-one ever talks to them and things like that. These  
  things can happen frequently and it is difficult for the person being bullied to  
  defend himself or herself. It is also bullying when a person is teased  
  repeatedly in a nasty way.  
  But it is not bullying when two people of about the same strength have the  
  odd fight or quarrel" \(\text{[Olweus, 1989]}\)

IDENTIFYING BULLYING

There are three kinds of bullying:

1. **Physical** - including hitting, punching, shoving, pinching, tripping, spitting,  
   scratching, damaging, hiding or stealing belongings, throwing objects at  
   someone or locking someone in or out.

2. **Verbal** - name-calling, making offensive remarks, taunting, teasing, put-  
   downs.

3. **Social-Psychological** (Emotional) – spreading rumours, gossiping about or  
   embarrassing someone, making fun of someone, using threatening looks or  
   gestures, excluding or threatening to exclude from groups, ignoring, ostracising.
STATEMENT OF PURPOSE

Bullying will not be tolerated at Morgan Street Public School.

All students, teachers, parents and caregivers have a shared responsibility to ensure that Morgan Street Public School is a safe, secure, school community with respectful relationships.

All students, teachers, parent and caregivers need to be responsible for their own behaviour and be familiar with the school's Anti-Bullying policy.

All members of the school community need to be educated on the:
- types of bullying
- strategies for coping with conflict situations
- reporting procedures at Morgan Street Public School
- consequences for bullying behaviours

MANAGING BULLYING

Morgan Street Public School Anti- Bullying plan will provide information for students, parents, caregivers and teachers to identify bullying behaviours.

All sections of the school community have a role to play in preventing bullying. Students, teachers, caregivers and parents need to know what they are expected to do if they are aware of bullying. They need to know that they will be supported if they are being bullied.

PARENTS’ ROLE & EXPECTATIONS:

- Parents will be kept informed, when necessary, about any issue that involves bullying or anti-social behaviours.
- Parents will be informed of the anti-bullying programs that are in place and have them explained annually.
• Parental workshops regarding parenting and pro-social behaviours will be offered as the need arises.
• Parents can expect that appropriate strategies, as outlined in the Student Welfare Policy, will be used to solve issues in a fair manner.
• Parents will be encouraged to openly communicate with their children about bullying issues and report any concerns to classroom teachers.

TEACHERS’ ROLE & EXPECTATIONS:

• Teachers will identify bullying behaviours in students through observations or student notifications.
• Teachers will follow up bullying behaviours and use the appropriate strategies, as outlined in the Student Welfare Policy, to solve issues.
• Teachers will educate students on bullying issues and behaviours through the school anti-bullying program.
• Teachers will have executive support when dealing with anti social or bullying type behaviours.

STUDENTS’ ROLE & EXPECTATIONS:

• Students will be treated with dignity and respect and in return they will treat others appropriately.
• Students will be listened to if they are experiencing any difficulties.
• Students will participate in ongoing training to provide them with appropriate skills to deal with social situations.
• Students should report any bullying behaviours to teachers or parents so further action can be taken to resolve any issues.
• Students will be expected to follow the values of:

  P  lay safely and sensibly
  R  espect others and property
  O  wn your behaviour
  U  se your manners
  D  o your best
STRATEGIES TO EFFECTIVELY DEAL WITH BULLYING

- Anti-bullying policy
- School Welfare Committee
- Periodic surveys of students, staff, parent/caregivers
- Anti-bullying information to be distributed annually to families
- All students involved in the making of anti-bullying promotional material e.g. posters, magnets
- A pastoral care / mentoring program may be provided to support students in need
- Class management programs are negotiated each year with the teacher and students
- Classroom programs across K-6 which incorporate discussion, role-play, games and hands on activities and also encourage respectful relationships
- Social skills and conflict resolution are taught through lessons
- Strategies for dealing with bullying are taught formally and informally
- All reported bullying recorded and monitored and investigated by the Welfare Committee
- Signage around school / classrooms to lift focus
- Newsletter inserts
- Placement in Behaviour Management Group
- Use of school counsellor and departmental agencies/ personnel
- Suspension
STAFF PROFESSIONAL DEVELOPMENT

- Staff training in dealing with bullying incidents through participation in the Welfare Committee.
- Training and development in conflict resolution with consultants via development days as the opportunity and/or need arises.

REPORTING PROCEDURES

Students
- Report incidents to playground duty teachers or class teachers.
- Written reports posted in class boxes where applicable.

Parents
- Speak with their child's class teacher supplying specific information.

Teachers
- Duty teachers record incidents in the playground book.
- Recorded incidents in the playground book to be submitted to the Welfare Committee and a copy provided to the teacher.
- Class registers kept of notification with a record of action taken.

COMMUNICATION OF ANTI-BULLYING PLAN

- Anti-bullying information for families sent out annually
- Parent information sessions
- Formal student assemblies
- Class lessons
At Morgan Street Public School we recognise the need to collect and analyse appropriate data on the nature and extent of bullying in our school. As such we will implement the following tools dependent on circumstances:

- “Friendly Kids Friendly Classrooms” Behavioural Survey
- Bullying Questionnaire – (“Bullying: Identify - Cope – Prevent”)
- Class Survey K-2 and 3-6 – (“Bullyproof”)
- Classroom post boxes
- Playground duty journals
- Class lists register
- Teacher notification slips

NB - Samples of the above will be found in the appendix

At Morgan Street Public School we believe it is vital that we identify indicators to assess the effectiveness of the strategies, programs, and procedures we have in place to address bullying.

**Indicators**

- Reduction of bullying incidents in the playground duty journals
- Reduction of reported bullying incidents in class post boxes and notification
- Reduction in the number of Parent/ Caregiver reports on bullying

**Programs**

- Behaviour Management Program
- K- 6 Anti-Bullying Program
- Classroom Personal Development units
- Circle time
At Morgan Street Public School we believe it is important to have ongoing monitoring mechanisms in place. We will use the following:

- Playground duty journals
- Behaviour Management documentation
- Classroom Management documentation
- School Plan targets
- Executive/Principal parent meetings / documentation
Friendly Kids Friendly Classrooms

Behavioural Survey

On these two pages are some descriptions of different ways some kids behave. As each behaviour is read, write the names of two kids at school who best fit each description. Don’t write more than two names, but you can write one name, or none, if you can’t think of two people who are like that. Do not write your own name.

This person is really good to play with.

____________________________  ______________________________

This person often plays alone in the playground.

____________________________  ______________________________

This person often says kind things to other kids.

____________________________  ______________________________

This person tries to boss other kids around a lot.

____________________________  ______________________________

This person often looks sad.

____________________________  ______________________________

This person gets into fights a lot.

____________________________  ______________________________

This person thinks no-one likes them.

____________________________  ______________________________

This person often says mean things to other kids.

____________________________  ______________________________
This person is a poor loser.

____________________________  ______________________________

This person will help you if you need help.

____________________________  ______________________________

This person gets teased a lot by other kids.

____________________________  ______________________________

This person is not good at sharing.

____________________________  ______________________________

This person won’t play by the rules.

____________________________  ______________________________

This person does good work and works hard at school.

____________________________  ______________________________

This person hits or punches others.

____________________________  ______________________________
Questionnaire

School: ____________________________ Date: __/__/__

Boy [ ] Girl [ ] Age: ______________

1. Have you ever been bullied at this school?
   [ ] never [ ] a few times [ ] about once a week [ ] more than once a week

2. What type of bullying?
   [ ] been teased [ ] been left out [ ] been hit, kicked, pinched, punched or shoved
   [ ] been called names [ ] had my things damaged or stolen [ ] been sworn at
   [ ] received a mean letter [ ] other, such as __________________________

3. Where did the bullying take place?
   [ ] in the classroom [ ] in the playground [ ] in the toilets
   [ ] outside the school [ ] other

4. Who did you tell?
   [ ] teacher [ ] friend [ ] parent [ ] no-one [ ] other

5. How did you feel when you were bullied?

6. Did the bullying have any effect on you? Yes [ ] No [ ]
   If yes, explain __________________________

7. Have you ever seen bullying at this school?
   [ ] never [ ] a few times [ ] about once a week [ ] more than once a week

8. What type of bullying have you seen?
   [ ] been teased [ ] been left out [ ] been hit, kicked, pinched, punched or shoved
   [ ] been called names [ ] had my things damaged or stolen [ ] been sworn at
   [ ] received a mean letter [ ] other such as __________________________

9. Where did the bullying take place?
   [ ] in the classroom [ ] in the playground [ ] in the toilets
   [ ] outside the school [ ] other

10. Who did you tell?
    [ ] teacher [ ] friend [ ] parent [ ] no-one [ ] other

11. Who do you think should be responsible for stopping bullying?
    [ ] person bullying [ ] teachers [ ] principal [ ] parents of person bullying
    [ ] parents of victim
CLASS SURVEY

Name:                      Room:
Date:                      

1. How do you feel about coming to school?

Really Happy  Happy  OK  Unhappy  Really Unhappy

2. How do you feel in your classroom?

Really Happy  Happy  OK  Unhappy  Really Unhappy

3. How do you feel out in the playground?

Really Happy  Happy  OK  Unhappy  Really Unhappy

4. How do you feel if someone teases you?

Really Happy  Happy  OK  Unhappy  Really Unhappy

5. How do you feel if you are left out of a game?

Really Happy  Happy  OK  Unhappy  Really Unhappy

6. How do you feel if someone calls you names?

Really Happy  Happy  OK  Unhappy  Really Unhappy

7. How do you feel if someone hits you?

Really Happy  Happy  OK  Unhappy  Really Unhappy

If any of these things have happened to you at school this year, colour the smiley face that tells best about what happened.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1. Do you think people in our school get bullied?</td>
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<tr>
<td>2. Have you ever been bullied?</td>
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<tr>
<td>3. Are you a boy or a girl? (circle one) BOY GIRL</td>
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<td>4. How often have you been bullied?</td>
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<td>5. Have you seen others being bullied?</td>
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<td>6. Do you know what to do if you are bullied?</td>
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<td>7. Do bullies have many friends?</td>
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<td>8. Do you know why some children bully other children?</td>
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<td>9. Do you think school does enough to stop bullying?</td>
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<td>10. What happened to you?</td>
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<td>11. Where did the bullying take place?</td>
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<td>12. How did it stop?</td>
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<td>13. Do you think bullies are having fun?</td>
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<td>14. Do you ever tell the bully to stop?</td>
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<td>15. What do you think would happen if you told on a bully?</td>
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<td>16. Do bullies tease others a lot at our school?</td>
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<td>17. Is it okay to tell someone if you see bullying happening?</td>
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<td>18. Who would you tell?</td>
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Name (optional):
The Post Box

To help students think about positive, negative and bullying behaviours in their own lives, set up an anonymous post box activity. Make a post box out of a cardboard carton and invite students, initially, to write positive comments about their classmates. Once the teacher feels this has been accepted by the students work through the process of reporting bullying behaviours and issues of concern they may have.

Teacher’s Role

- Regularly check the post box.
- Distribute any positive correspondence to the nominated classmate.
- Follow up any incidences/reports of bullying with those involved in the report.
- Inform parents, if need be.

Students’ Role

- Acknowledge peers of their successes by writing and posting.
- Take the responsibility to report negative or bullying behaviours.
- Be prepared to be involved in follow up discussions.
# Positive Recognition

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## Negative Behaviour/Incidents

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<th>Student</th>
<th>Details / Follow up</th>
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