

Mitchells Island Public

Anti Bullying Policy Framework

- affirm the rights of all members of the school community to *feel* safe and *be* safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe
- commit to developing a safe school community through a whole-school and evidence-based approach

The Framework aligns with:

- The National Smarter Schools Partnerships under the National Education Agreement
- The Australian Curriculum through the development of the seven general capabilities¹.
- The National Strategy for Young Australians
- Diverse national, state and territory initiatives, policies and legislative frameworks currently in place to support students' safety and wellb

¹ The Australian Curriculum Assessment and Reporting Authority identified seven general capabilities to be addressed in the Australian curriculum. The general capabilities are literacy, numeracy, information and communication (ICT) competence, critical and creative thinking, ethical behaviour, personal and social competence, and intercultural understanding.

The nine elements of the Anti-Bullying Framework

Key Characteristics of the Nine Elements

ELEMENT 1: LEADERSHIP COMMITMENT TO A SAFE SCHOOL

This element is characterised by:

- 1.1 Acceptance of responsibility for the development and maintenance of a safe, supportive and respectful learning and working environment for all members of the school community.
- 1.2 The development and communication of a clear vision for a safe, supportive and respectful school. This includes actions that encourage staff to commit to the vision and to feel confident about their participation in its implementation.
- 1.3 Planning for sustaining the vision.
- 1.4 Regular evaluation and review of the school's current capacity to enhance the safety and wellbeing of its staff and students and identification of areas to be enhanced.
- 1.5 Facilitation of access to resources to support implementation of the school vision for a safe and supportive school.
- 1.6 Identification and support of key staff with specific responsibilities for student safety and wellbeing.
- 1.7 Ongoing data collection (including incidence and frequency of harassment, aggression, violence and bullying) to inform decision-making and evaluate effectiveness of policies, programs and procedures.
- 1.8 School leaders developing a comprehensive knowledge of the school community.
- 1.9 An awareness of mandatory requirements and legal issues in relation to child maltreatment, harassment, aggression and violence and communication of these to staff.
- 1.10 The rights and responsibilities of school leadership in relation to safety issues occurring outside school hours and off school grounds involving or affecting students and staff.

ELEMENT 2: A SUPPORTIVE AND CONNECTED SCHOOL CULTURE

This element is characterised by:

- 2.1 Student connectedness to the school.
- 2.2 Teaching, staff modeling and promotion of explicit pro-social values and expectations for behaviour in accordance with these values.
- 2.3 Clear demonstration of respect and support for student diversity in the school's inclusive actions and structures.
- 2.4 Positive, caring and respectful student-peer relationships, student-teacher relationships and teacher-teacher relationships.
- 2.5 Parent and carer connectedness to the school.
- 2.6 A focus on staff wellbeing and safety.
- 2.7 Appropriate monitoring of and response to child protection issues.
- 2.8 Recognition of the distinctive needs of specific groups in the school community (e.g. Aboriginal and Torres Strait Islander communities, refugee and immigrant families).

ELEMENT 3: POLICIES AND PROCEDURES

This element is characterised by:

- 3.1 Whole school, collaboratively developed policies, plans and structures for supporting safety and wellbeing.
- 3.2 Clear procedures that enable staff, parents, carers and students to confidentially report any incidents or situations of child maltreatment, harassment, aggression, violence or bullying.
- 3.3 Clearly communicated procedures for staff to follow when responding to incidents of student harm from child maltreatment, harassment, aggression, violence, bullying or misuse of technology.
- 3.4 Agreements for responsible use of technology by staff and students.
- 3.5 Regular risk assessments of the physical school environment (including environments related to off-campus and outside of school-related activities), leading to the development of effective risk management plans.
- 3.6 Established and well-understood protocols about appropriate and inappropriate adult to student contact and interactions within the school context.
- 3.7 Effective strategies for record keeping and communication between appropriate staff about safety and wellbeing issues.
- 3.8 A representative group responsible for overseeing the school's safety and wellbeing initiatives.
- 3.9 Protocols for the induction of casual staff, new staff and new students and families into the school's safety and wellbeing policies and procedures.

ELEMENT 4: PROFESSIONAL LEARNING

This element is characterised by:

- 4.1 Evaluation of the current level of staff knowledge and skills related to student safety and wellbeing and their capacity to respond effectively and sensitively to possible situations of child maltreatment, harassment, aggression, violence and bullying.
- 4.2 Ongoing professional learning about emerging changes in research and technology related to student safety and wellbeing.
- 4.3 The inclusion of non-teaching and casual, specialist and visiting staff in relevant professional learning opportunities.

ELEMENT 5: POSITIVE BEHAVIOUR MANAGEMENT

This element is characterised by:

- 5.1 Careful selection of evidence-informed positive behaviour management approaches that align with the school community's needs.
- 5.2 The promotion and recognition of positive student behaviour.
- 5.3 A clear understanding and consistent implementation by all staff of the school's selected positive behaviour management approaches within both the school and classroom context.
- 5.4 Effective risk prevention plans for the use of technology in the classroom and for playground organisation and supervision.
- 5.5 Effective risk prevention plans for student behaviour management during off-campus and school-related out-of-hours activities.

ELEMENT 6: ENGAGEMENT, SKILL DEVELOPMENT AND SAFE SCHOOL CURRICULUM

This element is characterised by:

- 6.1 A strong focus on the enhancement of student engagement with learning.
- 6.2 The extensive use of cooperative learning and other relational teaching strategies.
- 6.3 Teaching of skills and understandings to promote cybersafety and for countering harassment, aggression, violence and bullying.
- 6.4 Teaching of skills and understandings related to personal safety and protective behaviours.
- 6.5 Teaching of social and emotional skills (e.g. listening, negotiation, sharing, empathic responding) in all subjects and across all year levels.

ELEMENT 7: A FOCUS ON STUDENT WELLBEING AND STUDENT OWNERSHIP

This element is characterised by:

- 7.1 Defined structures and strategies for enhancing student wellbeing.
- 7.2 Provision of multiple opportunities for students to develop a sense of meaning and purpose .
- 7.3 Adoption of strengths-based approaches to student learning and participation.
- 7.4 Provision of a range of opportunities for student ownership and decision-making, student voice and peer teaching.

ELEMENT 8: EARLY INTERVENTION AND TARGETED STUDENT SUPPORT

This element is characterised by:

- 8.1 Effective processes for the early identification of students and families who need, or could benefit from, additional support.
- 8.2 Appropriate early intervention with students requiring support and skill development (e.g. students who exhibit anti-social behaviour or experience peer difficulties).
- 8.3 Ongoing and follow-up support to individual students and families in times of need.

ELEMENT 9: PARTNERSHIPS WITH FAMILIES AND COMMUNITY

This element is characterised by:

- 9.1 Working collaboratively with parents and carers by providing opportunities for education on issues related to student safety and wellbeing.
- 9.2 Working with community organisations to provide a consistent message about safety and wellbeing.
- 9.3 Working with community organisations to extend support to students and families as needed.
- 9.4 Working with the justice system in relation to child maltreatment, aggression, violence and cybersafety issues at both a preventative and legal level.

Mitchells Island Public Anti-Bullying Policy

Statement

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, intimidation and victimisation.

Bullying:

- devalues, isolates and frightens
- affects an individual's ability to achieve
- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.

Definition

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships.

Bullying can involve all forms of harassment (including sex, race, disability, and sexuality), humiliation, domination, intimidation and victimisation of others.

Bullying behaviour can be:

Verbal - name calling, teasing, abuse, putdowns, sarcasm, insults and threats.

Physical - hitting, punching, kicking, scratching, tripping and spitting.

Social - ignoring, excluding, ostracising, alienating and making inappropriate gestures

Psychological - spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages and inappropriate use of camera phones.

Roles and Responsibilities

Students can expect to:

- Have their concerns responded to by school staff.
- The appropriate support (for both the subjects of and those responsible for the behaviour).
- Experience learning that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- follow the school Anti-bullying Plan
- respond to incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- support their children in all aspects of their learning
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan.

Schools have a responsibility to:

- develop an Anti-bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- inform students, parents, caregivers and the community about the School Discipline Code or School Rules and Anti-bullying Plan
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- follow up complaints of bullying, harassment, intimidation and victimisation

Teachers have a responsibility to:

- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond, in an appropriate and timely manner, to incidents of bullying according to the school Anti-bullying Plan.

Principals are responsible for:

- leading the development, implementation and evaluation of the Anti-bullying Plan
- ensuring that the Plan is readily accessible to and understood by all members of the school community.
-

Types of bullying:

| | Direct | Indirect |
|---------------------|--|---|
| Physical | <ul style="list-style-type: none"> ▪ Hitting, slapping, punching ▪ Kicking ▪ Pushing, strangling ▪ Spitting, biting ▪ Pinching, scratching ▪ Throwing things e.g. stones | <ul style="list-style-type: none"> ▪ Getting another person to harm someone |
| Non-Physical | <ul style="list-style-type: none"> ▪ Mean and hurtful name-calling ▪ Hurtful teasing ▪ Demanding money or possessions ▪ Forcing another to do homework or commit offences such as stealing | <ul style="list-style-type: none"> ▪ Spreading nasty rumors ▪ Trying to get other students to not like someone |
| Non-Verbal | <ul style="list-style-type: none"> ▪ Threatening and/or obscene gestures | <ul style="list-style-type: none"> ▪ Deliberate exclusion from a group or activity ▪ Removing and hiding and/or damaging others' belongings |

Strategies to Deal with Bullying

Implementation

Our school's position on bullying communicated to whole school community.

Implementation of a five step plan to bullying.

1.Primary Prevention

- Professional development for staff, relating to bullying: awareness, policy creation, action plan creation.
- Consistent implementation and regular review of, our Student Welfare and Discipline Policy.
- Community awareness, and input, relating to bullying: characteristics, programs and responses.
- Inclusion in our Newsletter of *Parenting Ideas* each week.
- Educational Programs promoting resilience, life skills, social skills, assertiveness and problem solving.
- Clarification of the school's anti-bullying policy and procedures at the beginning of each year.
- Child Protection Lessons taught across the school.

2. Early Intervention

- Promoting students and staff to report incidents of bullying.
- All staff teaches students to report incidents of bullying.
- Parents encouraged contacting the school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems.

3.Intervention

- Bullies, victims and witnesses are spoken with.
- All incidents or allegations of bullying are investigated and documented.
- Students and staff identified by others will be informed of allegations.
- Bullies and victims will be offered counselling and support.
- If student bullying persists parents will be contacted and consequences implemented if the need arises.

4.Post Violation

- Consequences for students will be individually based, and may involve:
 - Detention periods;
 - Exclusion from group (e.g. temporarily removed from class group, in class);
 - Internal suspension (e.g. removed from playground);
 - Counselling for victim and bully (e.g. staff and counsellor provide this opportunity);
 - Withdrawal of privileges (e.g. inter-school sport);
 - Phone conversations with parents;
 - Notes to parents;
 - Meetings with parents;
 - Behaviour monitoring in class, playground or both;
 - Suspension from school.
- Ongoing monitoring of identified bullies.

5.Ongoing

- Support-lesson structures in place.
- Reinforcement of positive behaviours.
- Support structures accessible.
- Recording of bullying incidents and actions noted.
- Review of incidents in order to determine resource application.

*Appendix 1: **Strategies for students***

- Stay in sight of peers and teachers
- Try to stay calm and walk away.
- Try to show you are not upset.
- Look at the person. Try to speak in a strong voice. Say something like “You might think that but I don’t” or “Why are you doing this?”
- Use an “I” message. Express your feelings in an assertive way e.g. “I want you to stop” or “Please don’t do that, I don’t like it”
- Walk away quietly without looking back.
- Go to a safe place e.g. with other children; tell a teacher
- Talk to a teacher, a school leader or someone who can help you. Tell them what has happened, how you feel and what they can do to help. This is not “dobbing”!

SPEAK UP. It is OK to TELL!

Appendix 2: School Rules

| OUR RULES | MEANING |
|--|---|
| 1. Join in | Play your part in all school activities |
| 2. Care for yourself and others | Show consideration to other people |
| 3. Always do your best | Strive to do your best at all times in everything you do |
| 4. Play fairly and safely | Act sensibly and play safely. No hat - sit in the shade |
| 5. Be polite | Use appropriate language and actions at all times |
| 6. Protect and promote the good name of the school | Become a responsible member of the community |
| 7. Care for property and the environment | Respect your property, the property of others and our school environment. |

Appendix 3: Values for Students

At Mitchells Island Public School, our Student Welfare Policy focuses on students and their self reliance; self respect; self responsibility; self discipline and a common set of values:

R- Responsibility towards self and others

E-Excellence in personal achievement

S-Self-discipline, skills and safety

P-Participation and pride in our school

E-Empathy towards others

C-Cooperation and care

T-Teamwork, teaching and trust

- We emphasise the positive aspects of intrinsic motivation for those students who obey the rules and have in place firm guidelines for those who exhibit inappropriate behaviour.

Appendix 4: Teachers' Actions

| Step 1. | Step 2. | Step 3. |
|-----------------------------------|--|--|
| Solution found | All parties write a report | Refusal to take part in reconciliation |
| Apologies given | Help given by staff to find a solution | No Apology |
| | Apologies given | Principal leads reconciliation and makes a decision for a solution |
| Consequence 10 minutes on step | Consequence No Play 1 day or more relative to the offence | Consequence Parent contact Consider suspension |

- School Values and Strategies for students are taught across the school in Weeks 1-3, Term One and revisited for new students.
- School Rules are displayed in each room and in the playground.
- Behaviour Sheet and reports kept in the staff room for Upper and Lower classes. Reviewed each Term in Staff Meeting:

| Date | Student | What Happened | Action Taken | Reported by |
|------|---------|---------------|--------------|-------------|
| | | | | |
| | | | | |
| | | | | |