

ANTI-BULLYING POLICY

NAG 5 Health and Safety

Rationale:

All people who belong to Murrays Bay Intermediate have the right to be free from being bullied.

Purposes:

- Bullying or unprovoked aggressive behaviour by pupils can cause psychological damage which may have lasting consequences for the child.
- To provide a safe physical and emotional environment for children.

Definition

Bullying can be

- Physical - striking, kicking, damaging, taking belongings etc
- Verbal – name calling, teasing, insulting, racist remarks, ridicule of family members
- Emotional/psychological – spreading rumours, exclusion from social groups, persistent mockery, manipulation of social groups etc.

Bullying is different from outbreaks of aggressive behaviour in that it is **deliberate and persistent**.

Guidelines

Section 1

The school will use the No-Blame Approach to resolve Bullying issues (Appended)

- a) Pupil/s concerns should initially be raised with either the class teacher, or one of the deans.
- b) Concerns from outside the school (e.g. primary school parents or staff) will be dealt with by the deans.
- c) Children who persistently bully others will be placed on the discipline sequence outlined in the behaviour management plan (Appended).
- d) The school will operate an intranet site on which children can report bullying incidents confidentially. Monitored by the deans.
- e) In the event that the incidents of bullying are unable to be resolved by the deans/staff should contact the principal.

Section 2

The school embrace all aspects of contemporary bullying as an adjunct to the existing policy.

- a) Pone / text / bebo / MSN bullying at home will be dealt with at school if it impacts on school life in any way.

- b) The *School Student Council* will, each year, determine ‘due process’ and way in which we can promote MBIS as a safe school so that bullying is a constant issue that students have a degree of ownership of.
- c) Victims and perpetrators will be counselled and included in any restorative disciplinary process.
- d) Skills pertaining to *Safe from Bullying* will be taught specifically, and within the *emotional intelligence* curriculum where and when appropriate. A responsive approach will be taken.
- e) When bullying is identified as an ‘issue’ perpetrators will be identified by way of confidential surveys, and students engaged in bullying will be targeted by programmes that will result in behavioural modification acceptable to this environment.

Approved/Review Date: 22/02/07

Chairperson: V Teague

BEHAVIOURAL MANAGEMENT SEQUENCE

When I break a rule in the classroom or playground, this is what will happen for the first infringement I will go to Step 1. For the second I go to Step 2. Sometimes I may avoid moving a step if time has made the behaviour less serious.

Step A Articulate the problem yourself with the person.
When you you make me
Reiterate this statement.

Step B The teacher will discuss the behaviour.
I will apologise to the people directly affected.
I will explain the behaviour I have mismanaged.
I will articulate the behaviour affecting me.

DISCIPLINE SEQUENCE

Acceptable Norms

Use conflict resolution skills (see WITS).

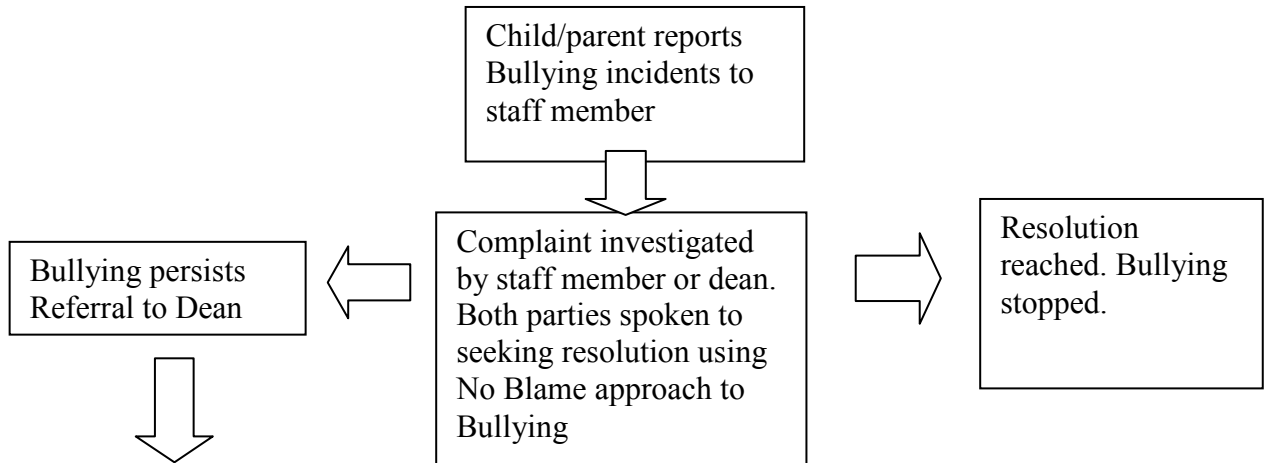
- a) Walk away
- b) Ignore
- c) Use assertive verbal answers eg; don't/do say that, I don't like it.
Find an adult who will assist with the problem or ignore the problem and walk away.

- Step 1 The classroom teacher will attempt to modify my behaviour and if that is unsuccessful I may be referred to my mini-school leader.
- Step 2 My name reference will go into the discipline book. / EMINERVA reference.
I will sit outside the admin area for the whole of lunchtime / after school detention with out talking or leaving until given permission by the teacher.
My class teacher is aware of my problem.
Follow up action by the dean – usually resulting in a period of time in 'time out' area. – Restorative justice.
- Step 3 The Deans or Principal will meet with my parents and decide on a course of action to help correct my behaviour.
- Step 4 If these measures fail, it will be necessary for me to be given an in-school suspension for up to three days or restorative justice.
- Step 5 If these measures fail, it will be necessary for me to be suspended from school, and it is possible that I may be excluded from attending Murrays Bay Intermediate School.

For foul language or violence or serious misbehaviour I know that I will be placed on Step 4. Foul language is confrontational language directed at a person that is not common or acceptable in society.

Procedures – Bullying

Appendix



Initiates appropriate actions which could involve:

- Parent contact definitely
- Counsellor or chaplain involvement (for bullying or victim)
- Resource Teacher Learning & Behaviour
- Group Special Education personnel
- Behaviour management plan
- Anger management programmes
- Isolation during play times
- Restitution
- Detentions
- Apology letters
- Loss of privileges
- Friends support group for victim
- Initiate behavioural management discipline sequence
- Disciplinary action

Health Programme

Lesson content to include both bullying awareness, reporting and appropriate actions to take if you become a victim of bullying.

The No- Blame Approach to dealing with Bullying. (based on Sharp and Smith 1994)

Step 1 Interview the victim – try to establish what happened and who is involved

Step 2 Interview alleged bully – try to establish what happened/ others involved

Step 3 Set up a meeting for all involved (bullies/ bystanders/ victim)

Step 4 Explain the problem of how the bullied child is feeling. Do not allocate blame

Step 5 Shared responsibility. Emphasise that the group present has the power to affect a solution to the problem

Step 6 Identify solutions – show approval for solutions but avoid implementation details at this stage

Step 7 Fine tune a preferred solution

Step 8 Implementation

Step 9 Meet again after about a week to see how things are going Review/revamp if necessary