OUTCOMES:

- Toukley Public School provides a safe place for all students to learn and play
- The incidence of bullying is greatly reduced.
- Toukley Staff utilise the policy and procedures as set out in the Anti-Bullying Policy.
- Toukley Students use strategies and procedures as set out in the policy to deal with bullying.
- Parents recognise and support the school’s Anti-Bullying Policy.

WHAT IS BULLYING:

Bullying is repeated incidents involving a bigger, stronger, or more powerful child on a smaller or weaker child, or a group of children on a single child.

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

The bullies might have power not only because he or she is bigger and stronger but because other children side with the bully often to protect themselves.

BULLYING MAY BE PHYSICAL, VERBAL, PSYCHOLOGICAL OR SOCIAL:

**Verbal**
- Bullying may be verbal
- Put downs
- Threats
- Name calling

**Physical**
- Hitting
- Tripping
- Poking Kicking
- Stealing or damaging others possessions

**Social**
- Leaving others out
- Spreading rumours
- Writing unkind or untrue notes

**Psychological**
- Giving dirty looks
- Stalking
CHARACTERISTICS OF BULLYING:

A student is being bullied if he or she is exposed to negative actions on the part of one or more other students.

Seven elements that characterise bullying behaviour:
- Initial desire to hurt
- Desire is expressed in action
- This action is hurtful
- There is an imbalance of power – the bully is stronger and more powerful than the victim, either physically or psychologically
- It is without justification
- It is repeated and persistent
- The bully derives enjoyment from hurting the victim

Research Shows:
- A single individual more often bullies boys: girls more often by groups. There is not much difference between the number of boys and girls who suffer from bullying.
- The size of the school, or whether the school is single–sex or co-educational or government or non–government, makes no significant difference to the amount of bullying that goes on.
- Children are most often bullied when they are in their first few years of primary and again in their first few years of secondary school.

WHAT ARE THE SIGNS:

Bullying may be very hard to see. Victims may already be having trouble getting on with other children or with teachers. Bullies for this reason often pick on them. Bullying usually happens out of sight, away from teachers, or other adults. The people who are most likely to know what is going on are other children.

Children who are being bullied often do not like to tell anyone because they feel weak or ashamed, or are frightened that it will only make things worse. They also feel it is wrong to dob in or tell tales on other children. If they tell anyone, it is most likely they will tell their parents or their friends before they will tell a teacher.

Some telltale signs are:
- Bruises, scratches or cuts that your child can’t really explain
- Torn or damaged clothing
- Damaged or missing belongings
- Headaches, stomach aches and other pains that the child can’t put a finger on
- Unexplained tears or depression
- Unusual outbursts of temper
- Not wanting to go to school
- Not wanting to play with friends
- Wanting changes in the way he or she travels to and from school
- School work falls off in quality
- Wanting extra money without giving a reason

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RESPONSIBILITIES OF STUDENTS:

- Fully understand what “bullying” is
- Tell someone if they are being bullied or if they see someone else being bullied
- Help others who are being bullied
- Not bully others

RESPONSIBILITIES OF PARENTS:

- Watch for signs that their child may be being bullied
- Speak to their child’s teacher if their child is being bullied
- Listen to their child, ask questions, then instruct their child to tell if they are bullied
- Support the school policy on bullying

PROCEDURES FOR ADDRESSING INCIDENTS OF BULLYING AT TOUKLEY PUBLIC SCHOOL:

Intervention in a clear and consistent way reinforces the unacceptability of bullying in the community. The reporting of incidents needs to be actively encouraged and seen by students, teachers and parents, as a legitimate way of telling people who need to know about this behaviour so that something can be done to stop it. All reports need to be taken seriously, each being investigated, followed up and monitored.

All reports will be taken seriously and handled in a sensitive manner

Action Plan for Parents

- Initiate discussions about bullying behaviours
- If your child is being bullied, assure them that they have the right to tell the bully that they do not like the action. Help them to practise being assertive (not violent) when insisting that the bullying behaviour cease. Ensure that the bullying behaviour is reported to the teacher.
- If your child is a bully, suggest alternate behaviours. Support the school in your response to any “Bullying Notes”. Discuss the implications of your child’s behaviour on the person they are bullying – empathy for others.
- If your child is observing bullying, discuss what they can do to reassure the child being bullied.
- Discuss strategies at home. i.e.
  1. Pretending not to hear hurtful comments
  2. Using silent self-talk such as, “That is their problem not mine”, or “I’m OK” to reinforce self-confidence
  3. Develop greater self-assertiveness, so as to be able to face the bully without becoming scared, upset, abusive or violent; and
  4. Believing that it is OK to tell someone when bullying happens – that it is not dobbing.

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**Action Plan for Teachers**

**STEP 1:** Discuss the problem with the parties involved and come to an agreed resolution

**STEP 2:** Record the incident on RISC if necessary

**STEP 3:** If the situation does not improve, send home the Bullying Note signed by the Principal

**STEP 4:** Implement the school Student Welfare Policy

**STEP 5:** If the aggression continues, inform the Deputy Principal. Facts will be established and appropriate action taken. This may include:

- Appointment with parents to seek co-operation in stopping the child from bullying
- Time out
- Withdrawal of privileges
- Referral to the School Counsellor
- In-school isolation
- Suspension warning note
- Suspension

**STEP 6:** Deputy Principal/Classroom Teacher will monitor the behaviour of the children involved. Bully encouraged to do some task or given a responsibility-opportunity for the bully to receive praise for success.

**STEP 7:** Student Welfare Team involved and decision made regarding the application for outside support.

**PREVENTATIVE STRATEGIES:**

- POLICE Liaison Officer to speak to all classes regarding bullying
- Visiting Performance – related to bullying
- Items in the school newsletter for our parents/carers
- School Assembly performances
- Purchase of resources on anti-bullying
- Playground Supervision
- Merit Awards
- Bullying notes to parents
- Teacher Professional Learning
- Individual counselling
- Parent Interviews
- Copies of the policy made available to all families

**EVALUATION**

We will evaluate our Anti-Bullying policy by:

- Monitoring bullying incidents
- Speaking to children and parents
- Parent, student and staff surveys