



St Agnes' Matraville Anti Bullying Policy Revised 2011 and communicated

Bullying that is alleged to have occurred inside the school where it impacts on a child so that they feel powerless, helpless, scared, angry and/or depressed and so interferes with their learning.

Investigation of complaints/observations needs to ensure procedural fairness.

There are 4 main types of Bullying:

Teasing

Exclusion

Physical

Harassment

Rationale

- To ensure the school is a safe and happy environment for all.
- To recognize that bullying occurs and that it needs to be dealt with swiftly and with due thought to procedural fairness.
- To build a strong supportive culture, so that bullying and anti social behaviour is not acceptable under any circumstances.

Whole school strategies

- Whole school program- Student Well Being and Anti Bullying Policy
- Living Mission Statement: Love, Care, Respect and Justice for all.
- Buddy program- kindergarten students are buddied with year 6, so that the older children can offer support from day one of school.
- Peer Support Program implemented K-6. Terms 2,3, and 4.
- A Team building camp is offered to all Year 5 and 6 students every second year.
- Strong SRC operating with class meetings held once a term. Anti-bullying policy is distributed annually and posted on the school website with the guide for families and/or the whole policy.
- At the beginning of each year as part of establishing a safe and supportive environment for all learners to identify key messages about anti-bullying.
- Anti-bullying triangle displayed in all classrooms.
- Anti-bullying program implemented from term 1 and revisited each term to reinforce positive behaviours
- KEMA- martial arts program promoting confidence, self discipline and resilience all form part of the Student Well Being program.
- A pastoral care program is in place through the Learning Support Team to provide additional support to students in need. This may be something as simple as asking for a teacher to volunteer to be a special buddy to a student in need of additional attention. The teacher would seek out the child at various times and engage in general conversation with the student.
- Principal has an open door policy. Parents, staff and students know they will be given time if there is a problem.
- Provide extra areas for students to take part in non competitive activities at lunch time. E.g. Café area- board games, Reading Club- library, Green Thumb Club. So children have social experiences.
- Create means for children to anonymously report bullying.

Teacher Strategies

- Create a positive social climate and provide students with a sense of belonging.
- Develop classroom protocols, strategies, structures, rules, slogans and consistent reinforcement to reduce bullying.
- Foster activities which develop empathy
- Not ignore or say 'Do nothing or walk away', but protect vulnerable children and teach them how to protect themselves in the future.
- Support children with limited social skills to join in school activities
- Coach students to relate to each other with respect.
- Assist parents while remaining firm, calm, empathetic, neutral and respecting confidentiality.
- Support children who display anti social behaviour.

Classroom strategies: All of the above PLUS

- Class rules are negotiated every year with teacher and students - based on School Mission Statement, Pastoral Care Behaviour Management Policy and Student Welfare Policy.
- Class meetings are held regularly.
- Consequences for rule breaking clearly defined and followed through.

Procedures for dealing with bullying behaviour

- Intervene as soon as possible
- Class teacher to deal with bully or target to gather information.
- Parent and staff work with students to look at underlying problems and seek solutions.
- Confidentiality must be maintained
- Restorative practices should be in place
- Principal or staff member works with individuals or groups to support the targeted child an the bully, group and others.
- Individual Social Skills programs implemented if required.
- Issues are resolved in a calm manner with quite time given to hearing what each student feels and assisting all students feel more able to cope.
- Retroactive policies- This method is democratic, respectful and empathic. All parties involved are brought together, in small or large groups. The focus is on developing empathy, dealing with conflict, teaching responsibility, making amends and negotiating solutions.
- Restitution when required so that students have the notion of rights and responsibilities reinforced and the requirement to take responsibility for their own action.

- **Six Secrets to help children deal with teasing and bullying by Evelyn M Field.**

- Bully Blocking (this model involves learning new skills):

1. Regulate Your Feelings
2. Understand why you are bullied or a bully
3. Build your self esteem
4. Become a confident communicator
5. Create your own 'power pack'
6. Develop a support network.

Evelyn M Field “Bully Blocking” Six secrets to help children with teasing and bullying.

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Action Flow Chart

