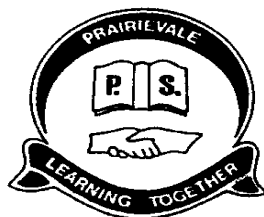


PRAIRIEVALE PUBLIC SCHOOL



ANTI-TEASING/BULLYING POLICY

PURPOSE

This policy forms part of the Student Management Policy. While it is recognised that teasing and bullying are sometimes demonstrated at all schools, these behaviours remain unacceptable and that the elimination of teasing and bullying will require continual staff intervention and ongoing development of students' social skills. To ensure the school goals of social justice and continuous student learning are achieved, all staff need to adopt an active role in the implementation of this policy.

OUTCOMES

1. To develop in students the skills and confidence to effectively identify and appropriately address incidents of teasing/bullying and access to school support options.
2. In partnership with parents, counsel and support students who demonstrate teasing/bullying behaviours.
3. To support staff in the development and implementation of a consistent whole school approach to the effective management of teasing/bullying.
4. To promote a positive partnership with parents that reflects the Prairievale PS Student Management Policy.

IMPLEMENTATION

Whole school

- Posters promoting anti-teasing/bullying displayed around the school.
- Anti-teasing/bullying information provided in the school newsletter on a regular basis.
- Promotion of Kids Help-Line phone number as a screensaver on all classroom computers.
- Peer learning to develop social skills, support networks and strategies to use.

Classroom

- Teachers are responsible for ensuring students are provided with planned and incidental experiences to develop an awareness of teasing/ bullying behaviours as well as the skills to respond immediately and appropriately as part of child protection and personal development activities.
- The school process for dealing with teasing/bullying is to be reflected in each classroom practice.

Playground

1. A student being bullied should record their complaint with teacher on duty.
2. The teasing/bullying slip is then referred to the Planning Room where Assistant Principals are responsible for student welfare/student management. The incident is recorded and may be raised at the weekly leadership team meeting.
3. An Assistant Principal will contact parents before arranging a conference with the children involved, mediating, counselling and planning future behaviour.
4. Repeated incidents of teasing/bullying will be managed as per the Student Management Policy.

EVALUATION

School based data as well as staff, student and parent views on teasing/bullying will form part of the school's annual evaluation process.

DEFINITIONS

Teasing is *repeated* incidents involving:

- the use of verbal, written and nonverbal denigration or belittlement to demean, harass or isolate another child.
- one individual or a group of children against another individual or group.

Teasing may be:

Verbal: - use of offensive nicknames or plays on names, disparagement of physical appearance, negative comments on ethnicity, sexuality etc. that denigrates or isolates.

Nonverbal:- making gestures, faces or stares at another, physically avoiding or physically mimicking or parodying.

Written: - writing notes, graffiti or letters to cause insult or offence.

Teasing depresses the victim below the teaser.

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, homosexuality or transgender), humiliation, domination, intimidation and victimisation of others.

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults,
- threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making
- inappropriate gestures_
- **psychological** eg spreading rumours, dirty looks, hiding or damaging
- possessions, malicious SMS and email messages, inappropriate use of
- camera phones.

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.

Skills we need to develop in children:

- Not to put up with physical or verbal harassment,
- To react non-violently to teasers and bullies by warning and telling,
- To understand that telling is about looking after yourself, dobbing is looking after someone else,
- To speak up firmly and tell a bully or teaser to stop it or they will be reported,
- To feel confident about telling and confronting a teaser or bully in a conference.
- To build resilience in individuals.

What we need to do if a child complains about teasing or bullying in the planning room:

1. Listen to the student.
2. Take the complaint seriously.
3. If it is an incident of teasing or bullying...
4. Work with the student to develop a plan of action utilising Planning Room.