

Emmanuel Anti – Bullying Policy

RATIONALE:

'It is a fundamental democratic right for a child to feel safe in school and to be spared the oppression and repeated, intentional humiliation implied in bullying.' (Olweus)

As a school community, our aim is to develop a nurturing and life-giving environment where a culture of safety is promoted for all. The establishment of respectful relationships is critical in protecting and supporting the dignity and integrity of each person. It is important that school communities help students build and restore respectful relationships with each other.

Incidents of bullying undermine respectful relationships. An episode of bullying has three identifying characteristics:

1. an imbalance of power,
2. an intent to hurt, embarrass, or humiliate,
3. repeated behaviour.

Bullying behaviour has many forms.

Physical Bullying may include hitting, poking, tripping, pushing or damaging someone's belongings.

Verbal Bullying may include name calling, insults, homophobic or racist remarks and verbal abuse.

Social Bullying may include lying, spreading rumours, playing a nasty joke, mimicking, and deliberately excluding someone.

Psychological Bullying may include intimidation, manipulation and stalking.

Cyber Bullying may include using technology (such as email, mobile phones, chat rooms, social networking sites, etc) to verbally, socially or psychologically bully.

It is also important to define what is not considered bullying behaviour. Bullying behaviour is not:

- arguments and disagreements
- disliking someone
- single-episode acts of nastiness or spite
- Random acts of aggression or intimidation

In such circumstances, the behaviour will be addressed within the School's Behaviour Management Policy and Procedures.

Our school community aims to develop and enhance a positive school culture that supports responsible personal behaviour and actively discourages bullying behaviours.

VALUES

Respect, Justice, Dignity, Honesty, Love, Forgiveness.

POLICY STATEMENT

Bullying is any intentional repeated behaviour by an individual or group, where there is an imbalance of power that causes a person to feel unsafe and or helpless.

IMPLEMENTATION

1. General behaviour expectations will be clearly outlined for all students.
2. A clear definition of bullying behaviour will be communicated to students, parents and staff.
3. Intervention strategies will be adopted to address bullying and promote respectful relationships.
4. Promote positive bystander behaviour.
5. Positively reinforce and recognise pro-social behaviour taken by students.
6. Ensure proactive initiatives to build respectful relationships will be integrated into the curriculum.
7. Current thinking and practices used to address bullying in schools will be provided to staff and parents on a regular basis.
8. Options for the reporting of bullying incidents will be available to all students and be age appropriate.
9. Procedures for addressing all bullying incidents will be clearly communicated to all members of the school community.
10. Monitor and evaluate current anti-bullying procedures to ensure they respond to students' needs.
11. Support services will be available to staff, students and parents affected by bullying behaviour.

Policy Area: Administration

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Replaces: Current Anti-Bullying Policy

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Completed:

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The essential elements of a comprehensive school bullying prevention program include:-

1. A positive school climate
2. Opportunities in the formal and informal curriculum to reinforce positive, Christian behaviours
3. Procedures for handling bullying, bullies and victims.

At Emmanuel a positive school climate is an important element of Pastoral Care. It is built and maintained through:-

- holding positive beliefs about the behaviour of children and adults in the school community
- maintaining positive expectations of children and their behaviour
- encouraging, recognizing and reinforcing desirable behaviours in both classroom and playground settings
- the disciplinary practices of staff

At Emmanuel opportunities for reinforcing positive, Christian behaviours occur formally and informally through:-

- Leadership activities for Year 6 students
- the Religious Education Program
- the Personal Development Education Program
- the disciplinary practices of staff
- the example of teachers in their relationships with parents and other school staff
- the messages that students receive on Assembly
- the Peer Support Program
- the Virtues Program

At Emmanuel, the procedures for handling episodes of bullying are:-

- listening openly to all sides of the story and clarifying the facts and feelings involved
- speaking to all participants separately to clarify what they want from the other person/s
- bringing the two parties together to confirm facts and feelings in the company of a mutually agreed group of peers (2-4 students) who act as supporters and observers
- Using the technique
 When you do.....
 I feel.....
 I would prefer you to
- Deciding mutually acceptable behaviours for the future
- Making appropriate apologies
- Encouraging confidentiality
- Explaining that on the first occasion it is an informal procedure; repeat offences would include parents and formal warnings.

Ways to Report Bullying

Students often feel that to deal with the problem of bullying can only make it worse. Students are encouraged to realize that bullying can only be dealt with if a significant adult knows about it. The significant adult could be a parent or a teacher. Bullying can be reported by:-

- telling a parent, teacher or member of the Administration Team
- Having a friend speak to a significant adult on your behalf

Signs for parents to look for that a child is being bullied.

- bed wetting
- crying or emotional upset that seems unusual
- not wanting to go to school
- not wanting to be left with certain people
- any changes in sleeping or eating habits
- loss of confidence

Signs for parents to detect if your child is at risk of becoming a bully.

- has difficulties seeing another person's point of view
- likes to win at all costs
- bullies sisters or brothers
- is bullied by family members
- if fighting, arguing and teasing are acceptable at home
- has difficulty keeping or making friends
- has low self esteem
- "looks for trouble"