

BULLYING PREVENTION & INTERVENTION

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LAUNCESTON
CHRISTIAN
SCHOOL

The Hazard – Bullying

Bullying is the repeated, targeted and intentional behaviour of causing fear, distress or harm towards another person or persons that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person(s) being bullied, and bystanders.

Bullying can take many forms including:

- **Physical bullying** which involves physical actions such as hitting, pushing, obstructing or objects being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying.
- **Psychological bullying** is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.
- **Indirect bullying** is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- **Cyber bullying** is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

WHAT BULLYING IS NOT

There are many negative situations which, whilst being potentially distressing for students, are not bullying. These include:

- **Mutual Conflict Situations** which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation; or
- **One Off Acts** (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

SIGNS OF BULLYING

Major behaviour changes in a student may be indicative of bullying. Such behavioural changes may include, but are not exclusive to:

- Crying at night and having nightmares;
- Refusing to talk when asked "What's wrong?";
- Having unexplained bruises, cuts or scratches;
- An unwillingness or refusal to go to school;
- Feeling ill in the mornings;
- A decline in quality of school work;
- Becoming withdrawn and lacking confidence;
- Change in diet;
- Beginning to bully siblings; and
- Acting unreasonably.

Parents/carers are encouraged to recognise signs of bullying and notify the school through a trusted staff member immediately (such as a class teacher, head of school, school counsellor etc), if they suspect their child is a victim of bullying.

LCS'S POLICY

LCS recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the school is respected and accepted.

Bullying is not tolerated at LCS. It is our policy that:

- Bullying be managed through a 'whole of school community' approach involving students, staff and parents/carers;
- Bullying prevention strategies be implemented within the school on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately;
- Bullying response strategies be tailored to the circumstances of each incident;
- The school's **Behaviour Management Policy** will be followed when responding to incidents of bullying;
- Staff are required to be positive role models emphasising our no-bullying culture; and
- Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

BULLYING PREVENTION STRATEGIES

LCS recognises that the implementation of whole school prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no bullying' culture within the school:

- A structured curriculum and peer group support system, that provides age appropriate information and skills relating to bullying and bullying prevention, to students over the course of the academic year;
- Education, training and professional development of staff in bullying prevention and response strategies;
- Regular provision of information to parents/carers, to raise awareness of bullying as a school community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the school;
- Promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/carers;
- Promotion of responsible bystander behaviour amongst students, staff and parents/carers;
- Reporting of incidents of alleged bullying by students, bystanders, parents/carers and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below);
- Regular risk assessments of bullying within the school are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff;
- Records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate;
- Statements supporting bullying prevention are included in students' school diaries/School Box;
- Written set of school rules;
- Signing a behaviour contract; and
- Promotion of student awareness and a 'no bullying' environment by participating in events such as the National Day of Action Against Bullying and Violence.

REPORTING BULLYING

Students and their parents/carers are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse.

A key part of LCS's bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well as providing assurance to students who experience bullying (and parents/carers) that:

- Bullying is not tolerated within the school;
- Their concerns will be taken seriously; and
- The school has a clear strategy for dealing with bullying issues.

Bullying incidents can be advised to the school verbally (or in writing) through any of the following avenues:

- Informing a trusted teacher;
- Informing the school counsellor;
- Informing a student's class teacher; or
- Informing the Head of School or the Principal.

RESPONDING TO BULLYING

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts.

In all circumstances the school:

- Takes bullying incidents seriously;
- Provides assurance to the victim that they are not at fault and their confidentiality will be respected;
- Takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders/witnesses;
- Takes time to understand any concerns of individuals involved;
- Maintains records of reported bullying incidents;
- Will escalate its response when dealing with persistent bullies and/or severe incidents; and
- If necessary and appropriate, police will be consulted.

Actions that may be taken when responding to bullying include:

- **The "Method of Shared Concern" Approach (Pikas);**
- **The "No Blame" Approach (Maines & Robinson);**

These approaches may be used to intervene in group or relational bullying situations. They are only appropriate during the initial stages. They are not appropriate for persistent or severe bullying incidents.

- Notification of/Consultation with parents/carers;
- Offering counselling to persistent bullies/victims;
- Implementing effective follow up strategies; and
- Disciplinary action in line with the school's **Behaviour Management Policy**.

RELATED POLICIES

Behaviour Management Policy
Assault (Student against Student) Policy
Cyber Safety Policy