



Anti Bullying Policy

Date of policy: 19th October 2019

Date of last major review: 2015

Date of next major review: 2023

Reviewed by: Josy Reeder

1. Rationale

Our school is committed to providing a safe and caring environment that fosters respect for others and does not tolerate bullying. The children are made to feel that they belong to a caring, welcoming community where each child is respected, valued and welcomed.

Bullying is a clear form of harassment.

A person is bullied when one or more other people intentionally expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly.

“Bullying and harassment are often thought of separately; however both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of ‘difference’ ... These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, personality, age, marital status, parenting status or economic status.” (Bullying. No way! National website).

From 'National Safe Schools Framework'

2. Aims

Our school community will-

- Openly talk about bullying -what it is, how it affects us and what we can do.
 - Teach students the skills, which will build self esteem and empower them to take responsibility for themselves. We promote peer support through both The Resilience Project and Make Jesus Real programs.
 - Students will be provided with opportunities to practise these skills
 - Consistently enforce the Anti -Bullying policy, taking appropriate action when bullying behaviour occurs
- (Refer to Appendix 1: Responsibilities of Staff, Students and Parents)

3. Implementation

Steps to be followed when an act of bullying has been reported or observed.

1. Class teacher speaks with relevant parties to ascertain whether an act of bullying has occurred
2. Student or group sent to time out area
3. Class teacher makes notes of incident, dates and signs it. Sends copy to Principal, Deputy and Student Wellbeing Leaders

4. Student or group remains in time out area until a Think Sheet (Appendix 2) is completed
5. Completed Think sheet is given to the relevant leader
6. Leader signs Think Sheet and places it in an envelope addressed to the parents
7. Leader calls parent's about incident and tells them a Think Sheet will be sent home.
8. Think Sheet is taken home to the parents to read and sign
9. Think Sheet brought back to the school on the next school day
10. Leader files Think Sheet
11. Principal to follow up non returned Think sheet with a phone call to the parents
12. When three entries have been filed for a particular child, a meeting is called with the Principal, parents, child and class teacher
13. Student may be referred to the Student Wellbeing and a Behaviour Support Plan (BSP) completed

For additional information refer to **OLA Student Behaviour & Management and Discipline Policy**.

APPENDIX 1

RESPONSIBILITIES OF STAFF, STUDENTS AND PARENTS

RESPONSIBILITIES OF STAFF

- To model appropriate behaviour at all times.
- To watch for signs of distress ie. Pattern of headaches, mood changes, damaged clothing, bruises etc
- To deal with all reported and observed incidents of bullying.
- To ensure that students are supervised at all times.
- To report incidents of bullying according to the policy set out.
- To articulate that bullying is not acceptable.
- To communicate to other relevant staff any incidents of bullying.
- To take steps to help victims and address the problem without placing the victim at further risk

RESPONSIBILITIES OF STUDENTS

- To talk to a teacher / parents if they are being bullied or if they see someone else being bullied
- To help someone who is being bullied
- To not bully others and say, "Bullying is not acceptable"
- To never condone or encourage, or be a spectator to bullying

What should I do if I need to stand up for myself?

- take a deep breath
- stand up straight
- look the person in the face
- speak firmly and politely
- possible responses are: "Stop that, I don't like it"
- "Stop it now"
- "You're being unkind/mean/a bully"
- "I'm going to tell someone who can help"
- move away

If I see or hear of any bullying, what should I do?

- refuse to be involved in bullying
- do not encourage others to be a bully
- do not be a spectator to bullying
- speak out or go and get help

Tell someone who can help

- your class teacher
- another teacher
- a school leader
- a friend

- 5 finger network
- your parents

RESPONSIBILITIES OF PARENTS

- To model appropriate behaviours at all times
- To watch for signs of distress i.e. Unwillingness to attend school, pattern of headaches, mood swings, damaged clothing, bruises etc.
- To speak to someone on staff if they suspect that their child is being bullied
- To instruct their children to talk to a teacher if they are being bullied
- To attend meetings at the school if required

APPENDIX 2

THINK SHEETS

1/2 Think Sheet

Name: _____ Class: _____

Date: _____

Today I broke the following ~~OLA~~ school rule/s:

- ☐ Follow directions
- ☐ Keep hands, feet and objects to yourself
- ☐ Respect other peoples' property
- ☐ Speak nicely and use your manners
- ☐ Be a good listener

What I did:

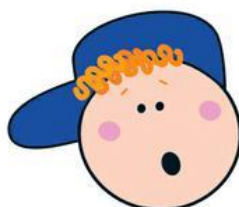
How did it make others feel?



Scared



Embarrassed



Surprised



Sad



Angry

Next time, I will

What do you need to do to make things right or safe?

Student signature: _____

Teacher Comment:	Parent Comment:

Teacher signature:	Parent signature:
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Leadership signature: _____

Grade 3/4 Think Sheet

Name: _____ Class: _____

Date: _____

Today I broke the following OLA school rule/s:

- ☐ Follow directions
- ☐ Keep hands, feet and objects to yourself
- ☐ Respect other peoples' property
- ☐ Speak nicely and use your manners
- ☐ Be a good listener

- Describe your actions.

- How did my behaviour affect others?

- What could you do differently if this happened again?

- What do I need to do to make things right or safe?

Student signature: _____

<p>Teacher Comment:</p> <p>Teacher signature:</p>	<p>Parent Comment:</p> <p>Parent signature:</p>
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Leadership signature: _____

Grade 5/6 Think Sheet

Name: _____ Class: _____

Date: _____

Today I broke the following OLA school rule/s:

- ☐ Follow directions
 - ☐ Keep hands, feet and objects to yourself
 - ☐ Respect other peoples' property
 - ☐ Speak nicely and use your manners
 - ☐ Be a good listener
- Describe your actions. How were they inappropriate and what problem did they cause?

- Did your choices affect others? If so, how?

- What will you choose to do next time?

- What needs to happen to make things right?

Student signature: _____

Teacher Comment:	Parent Comment:
Teacher signature:	Parent signature:

Leadership signature: _____

Grade 3/4 Think Sheet

Name: _____ Class: _____

Date: _____

Today I broke the following OLA school rule/s:

- ☐ Follow directions
- ☐ Keep hands, feet and objects to yourself
- ☐ Respect other peoples' property
- ☐ Speak nicely and use your manners
- ☐ Be a good listener

- Describe your actions.

- How did my behaviour affect others?

- What could you do differently if this happened again?

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Teacher Comment:	Parent Comment:
Teacher signature:	Parent signature:

1/2 Think Sheet

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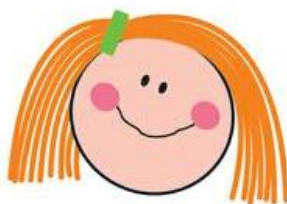
- ☐ Follow directions
- ☐ Keep hands, feet and objects to yourself
- ☐ Respect other peoples' property
- ☐ Speak nicely and use your manners
- ☐ Be a good listener

What I did:

How did it make others feel?



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What do you need to do to make things right or safe?

Student signature: _____

Teacher Comment:	Parent Comment:
Teacher signature:	Parent signature:

Leadership signature: _____

APPENDICES

Appendix 1: Responsibilities of Staff, Students and Parents

Appendix 2: Think sheets