

MOUNT RIVERVIEW PUBLIC SCHOOL



ANTI-BULLYING INTERVENTION

DEFINITION

Bullying:

- involves repeated actions;
- is intended to cause distress or harm; and
- is grounded in an imbalance of power.

Bullying can be understood to occur in three forms: face-to-face bullying, covert bullying and online bullying.

Face-to-face bullying, also called direct bullying, is overt and easier for adults to detect. It can include physical actions such as punching or kicking, and verbal actions such as name-calling and insulting.

Covert bullying, also called indirect bullying, is hidden from adults. It can include behaviours such as spreading rumours, excluding, threatening, blackmailing, whispering and stealing friends.

Online bullying, also called cyberbullying, is a specific type of covert bullying that uses electronic forms of contact. Online bullying is difficult for adults to detect or track, and can be particularly harmful to the targeted student because of the large potential audience.

(*Anti-bullying interventions in schools – what works?*, Centre for Education Statistics and Evaluation, 2017)

PREVENTATIVE STRATEGIES

Classroom Behaviour Management – Individual teachers negotiate class rules and consequences, which reflect the core values of the school – safe, respectful, learners. These rules are reinforced regularly through various reward systems, including the school wide awards.

Explicit Teaching – Through stage based units of work, students are encouraged and provided with strategies to report incidents of bullying to a trusted adult, which at school may be a teacher, teacher's aide or School Counsellor. Students are also encouraged to engage in 'upstander' behaviour, aimed at supporting students to become active bystanders who behave in ways to reduce or prevent bullying behaviour. These expectations are reinforced through anti-bullying incursions, guest speakers and communication with parents/carers.

Internet Code of Behaviour – Every year the expectations are outlined for student engagement with the Internet in the context of their learning in LAB. Students are provided with information about cybersecurity and links to resources for support in managing cyberbullying.

Learning Support Team - Students with significant behaviour needs are provided with additional support and intervention through the relevant Assistant Principal. If interventions remain unsuccessful, students will be referred to the Learning Support Team, to decide on the most appropriate course of action to best identify and meet the students' needs.

Personal Development Curriculum – Students engage in lessons throughout the year. The lessons focus on Growth and Development (developing each student's understanding of their own physical, social, cognitive and emotional development) and on Interpersonal Relationships (developing an understanding of the nature of relationships and the skills for building positive responsible relationships).

Playground Data – Negative playground incidents are documented using the Sentral system. The data is analysed at least every term by the PBL Team to identify any patterns and inform the staff response.

Playground Supervision – Students are supervised in the playground by teaching staff at all times. This includes before and during school, and after school transitions to travel home and bus transport. Teachers are encouraged to provide active supervision, moving throughout their designated area, interacting with students and watching for signs of potential conflict.

Positive Behaviour for Learning – A whole school approach aimed at fostering positive behaviour, based on a three-tiered continuum of behaviour supports, which intensifies as required to meet the needs of each student. The first tier is focussed on universal prevention, the second tier involves targeted group interventions that focus on students with additional needs, and the third tier involves working intensively with a small number of students who experience complex behavioural difficulties.

Social Emotional Learning – Personal Development programs incorporate aspects of social emotional learning. At times, targeted programs are implemented based on identified needs. Resources used may include Bounce Back, Skill Streaming and Smiling Mind. This support is aimed at promoting positive mental health, wellbeing and resilience. Themes include self-management strategies, social values, positive thinking, emotions and relationships.

RESPONSIVE STRATEGIES

Direct Sanctions – These are incorporated into Discipline Policy consequences and used in conjunction with proactive strategies. Examples include loss of privileges, verbal reprimands and detention.

Discipline Policy – Our school discipline policy identifies a required response from the Principal, possible proactive and reactive consequences and provides flexible consequence options to best meet the needs of the students involved.

Parent/Carer Involvement – Communication with parents/carers about bullying incidents is welcomed and expected as they may be the initial informants of bullying behaviours. Parents/carers will be kept informed about any information gathered by staff relating to their child’s involvement in a bullying incident as well as any responsive and preventative action taken. Relevant anti-bullying information and resource links are provided to parents through the school newsletter or specific notes home.

Pikas Method – This is a non-punitive approach for working with groups of students involved in bullying, and seeks to empower students to negotiate a solution to the issue through a series of meetings with the Principal or Assistant Principal. This approach involves developing a plan of how to resolve the situation and provide support to the student who has been bullied as well as the student engaged in bullying behaviour. It requires ongoing monitoring following development of the resolution plan.

Reflection Room – This provides an opportunity for students to speak about incidents from their perspective and reflect on the impact of their behaviour. It allows students to work with an Executive teacher in resolving problems, repairing damage to property or relationships and developing strategies for improved behavioural responses.

RESOURCES

NSW Anti Bullying Website: <https://antibullying.nsw.gov.au>

Be You: <https://beyou.edu.au>

Be You Primary Facebook: <https://www.facebook.com/BeYouPrimary/>

Bullying. No Way!: <https://bullyingnoway.gov.au>

Bully Zero: <https://bullyzero.org.au>

Family Zone Cyber Safety Facebook: <https://www.facebook.com/FamilyZoneTeam/>

Kids Helpline: <https://kidshelpline.com.au/> 1800 55 1800

Office of the eSafety Commissioner: <https://www.esafety.gov.au> 1800 880 176

Smiling Mind: <https://www.smilingmind.com.au/>