



The Code of School Behaviour

Better Behaviour
Better Learning

Biloela State School

Bullying Prevention Strategy

Rationale

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. This policy forms part of our school's **Responsible Behaviour Plan for Students**.

School community beliefs about bullying

Biloela SS is committed to providing staff and students with a safe and supportive learning environment free from bullying of any kind including physical, verbal or psychological.

Our vision is '**Where individuals are valued**'. This means our school is a place

- Where everyone matters and no-one is left out
- Where everyone is treated equally
- Where everyone is cared for

Our motto is '**Aim high**'. This means our school is a place where we encourage everyone to

- Reach your goals
- Try your best
- Work hard

Our Anti-bullying Charter is

- **We will not bully others.**
- **We will stand up for people who are bullied.**
- **We will make sure no one is left out.**
- **We will help everyone feel that they are an important member of our school community.**

School Community beliefs about bullying

At Biloela State School bullying in all its forms is not acceptable and **all** members of Biloela State School community accept their responsibility to promote positive relationships and to prevent bullying.

What is bullying?

Bullying is the repeated use of aggression with the intention of hurting another person and results in pain and distress to the victim who has in no way provoked the bully. It is often done to a child over time but can sometimes be just one incident. Bullying is a deliberate act. The intent is to hurt the victim. It is systematic abuse of power by the perpetrator over the victim.

Those who can be either victims or bullies are:

- Students
- Teachers
- Support staff
- Parents
- Volunteers

Bullying can occur in various forms, both indirect and direct, including:



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1. physical – hitting, punching, kicking, pinching, slapping, biting, pushing, hair-pulling or threatened use of physical violence.
2. verbal – putdowns, insults and name-calling, sarcasm, spreading rumours, persistent teasing, threats, writing awful things about someone, leaving hurtful notes, threats and intimidation, persuading someone to verbally abuse another person
3. racial – racial taunts, name-calling, remarks, gestures, making fun of someone because of their colour, culture or religion
4. emotional and social – being deliberately left out of a group or an activity; exclusion of one child by another or a group of children; stalking; tormenting eg hiding books or school ports; ridicule, humiliation eg about appearance, health conditions, ethnicity, disability, religion; stealing money and possessions.
5. sexual – unwanted physical contact, abusive or derogatory remarks about a person's gender sexual orientation, use of sexist or sexual language
6. menacing – demanding money or possessions, demanding to copy homework or assignments, threatening the victim or bystanders to remain silent when bullying has taken place.
7. communicative – sending email, text messages, internet chat rooms and instant messaging, websites, letters, making phone calls, including the use of mobile phones and cameras, or using other communication methods that are threatening, offensive and obtrusive to the person who receives them.

How can I tell if someone is being bullied?

Often students who are being bullied are reluctant to tell others what has happened. If students show some of these signs, it is important to talk with them about what they may be experiencing.

- Being scared of walking to or from school, or changing their normal route to school
- Not wanting to go on the bus
- Being unwilling to go to school and complaining of feeling sick each school morning
- Beginning to do poorly in their school work
- Coming home with clothes or other belongings damaged or missing
- Becoming withdrawn, starting to stammer or losing confidence
- Becoming distressed and anxious or stopping eating
- Losing money or asking to borrow money (to pay the bully)
- Have unexplained scratches, bruises or other injuries
- Beginning to bully other children or siblings
- Becoming aggressive and unreasonable toward family members or teachers

Who might bully other people?

While there is no set description of bullies, children who bully others share some of the following traits:

- They feel inadequate to cope with everyday events
- They have often experienced bullying themselves from other students or their families.
- They are victims of some form of abuse in their lives.
- They don't know how to show their feelings and emotions in an appropriate manner.
- They are not succeeding at school and feel they have no sense of worth
- They themselves have been victims of bullying over a long period of time
- They think it is fun and try to be cool in front of others.

Educational Programs

It is important that students staff and parents understand what bullying is, how it impacts on people and how bullying is responded to at Biloela State School. We use the following educational strategies:

- High 5 - Ignore, walk away, talk friendly, talk firmly, seek help from an adult



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- 5C's – courtesy, consideration, co-operation, caring, common sense
- Class meetings
- Bullying prevention charter awards
- Resilience programs
- Posters and our school charter around the school, in every classroom and staff room
- Social Skills programs from Prep-Year 7

Prevention Programs

Effective social skills and positive relationships act to prevent bullying. We promote effective social skills and positive relationships by:

- Promoting the school's Anti-Bullying Charter throughout the school community
- Having Social Skills lessons every week, including conflict resolution skills.
- Promote and teach High 5 and 5Cs and strategies for dealing with bullying in the curriculum.
- Once per semester, surveying students in Yrs 4-7 and Prep-3 to anonymously name who has been bullied, by whom, where and when. Data from this survey is collated and acted upon.
- Annual information sessions and staff training by experts about cyber-bullying for Year 4-7 students and the school community

Responses to bullying

What the school will do in response to reports of bullying

Reports of bullying will be fully investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the RBPS. Therefore it is important that bullying is reported.

At BSPS we support victims and teach perpetrators by:

- Providing counselling support eg chaplain, guidance officer
- Conducting interviews with the victim and with the bully
- Increased supervision of at-risk areas
- Social skills programs targeting victims and perpetrators.
- Promoting the school's Anti-Bullying charter in the school community.

The school may use any of the following ways to respond to incidents of bullying:

- *Traditional authority-based method:* The teacher is seen as enforcing the rules and sanctions agreed upon by the school.
- *Strengthening the victim:* The Adult encourages the victim to resist the bully and trains the victim how to respond to be more assertive.
- *Mediating between the bully and the victim:* The Adult applies mediation and both parties agree to end the conflict.
- *Applying Restorative justice:* Generally applies to cases of severe bullying and involves the bully, the victim and their support persons, and a conference convenor discussing the offences and arriving at an outcome that the offender is expected to complete.
- *Applying the social group method:* a non-blaming approach which works best when there are some children present who are known to be sympathetic to the victim. Having obtained the details of the victim's distress, the teacher convenes a meeting with the bully, the victim and other students who could help improve the situation.
- *Method of shared concern:* The method assumes group involvement and that progress can be made first with individual bullies to help improve matters.

The bully is held accountable for their choice of actions and behaviours and accepts consequences.



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At BSPS the consequences for bullying might include the following, in line with our *Responsible Behaviour Plan for Students*:

Steps	Actions
1	Student Intervention - "Stop it I don't like what you are doing/saying."
2	Teacher intervention – informal strategies, official warning, counselling/mediation, parents may be contacted
3	Referral to administration, withdrawal of rights (eg lunchtime or excursion) parents to be involved. Entry into OneSchool application.
4	In-school suspension under supervision of an administrator, parents to be involved, further counselling may be offered. Case is managed by Administrator in OneSchool application.
5	Suspension. Parent Contact. Recorded in OneSchool. Formal letter sent to student and parent. Strategies put in place upon re-entry.
6	Exclusion All processes (e.g. parent contact, external support etc) recorded in OneSchool.

Some things to try if you are being bullied:

- Talk to someone you trust, like your parents, a teacher or other members of the staff, the chaplain, a friend, a coach, a counsellor
- Ignore the bullying and walk away to somewhere safe. Make them think you don't care.
- Laugh it off. Humour shows you are not bothered by it.
- Stay close to a friend or friends you can count on
- It's not your fault. No-one deserves to be bullied.
- It's okay to ask for help. You don't have to solve problems on your own.

Ways parents can help when their child has been bullied:

When a child has been bullied and is feeling upset, there are a number of positive actions parents may take. These may include:

- Encourage your child to talk about their feelings
- Build up the child's self-esteem with encouragement and point out their special qualities.
- Teach children how to cope with teasing
- Make a list of some ways the child may be able to respond to the bullying
- Act out some scenarios and demonstrate the way the child may respond in the role play.

Seven key messages for online safety for our students: (Reference: Parenting article by Michel Grose, writer for Sunday Mail)

1. Respect others.
2. Think before you send.
3. Treat online passwords like your house key.
4. Block bullies.
5. Don't reply to harassment.
6. Save the evidence.
7. Tell someone.

Reporting and monitoring bullying

At BSPS reports of bullying are taken seriously. Students and parents may report bullying in the following ways.

- Directly to a member of staff, including class teacher, Principal, Deputy Principal, Head of Special Education Services, interpreters, chaplain, Guidance Officer, Learning Support team



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- Through the annual school bully survey and communication of findings
- Through *OneSchool* referrals and directly to Principal/Deputy Principal (see RBPS)
- Through feedback in the School Opinion Survey

Processes for dealing with reports of bullying

Students:

If students believe that they have been bullied they should:

- Tell the person who is bullying them that they don't like it and ask them to stop eg 'Stop, I don't like what you are doing/saying'.
- Use the High 5.
- If the person does not stop, the student is to report that incident to their class teacher or other trusted person, student or adult
- Tell their parents when they get home.

Staff:

It is important that teachers/staff investigate all reports of bullying and record their findings. The investigation may show that the incident is not one of bullying but rather students having a disagreement.

- Listen carefully to the student who is making the complaint about bullying. Write down the student's name and class, the name and class of the offending person, the date and time of the incident, any witnesses to the incident/s, and a description of the incident/s.
- Question the victim to determine if this is an ongoing occurrence of bullying or a one-off. Ask if the victim can identify any reason for the bullying.
- If the teacher suspects that this is an incidence of bullying, the teacher should interview the alleged perpetrator to establish their actions and motives.
- The teacher should seek advice from support personnel about how to proceed.
- The teacher should arrange a meeting with victim and perpetrator so that each person is able to share their concerns and feelings. At this meeting the teacher will have both parties propose acceptable actions for the bullying to stop and design a contract of commitment. This will also include reference to the school's anti-bullying charter, our vision and our motto.
- The teacher and students will design a set of consequences for the bullying incident and future breaches of the contract. These may include parent interviews, time-out or detentions, loss of privileges and in some circumstances, recommendation to the principal for suspension.
- The teacher will make an appointment to speak with the victim several times over the next month to follow up if the bullying has stopped.
- The Principal, Deputy Principal or HOSES should be informed of ongoing incidents of bullying. Case conferences with specialist personnel, including AVT BM, will be held to manage more severe ongoing cases of bullying.

Parents:

Parents who have become aware of circumstances of bullying regarding their children are encouraged to follow these guidelines:

- Ask the child if they have used the High 5.
- Ask this child if they have reported the incidence of bullying to their teacher or to an adult at the school.
- If necessary, make an appointment to speak to the class teacher.
- If the child reports that the bullying is continuing, then make an appointment to meet with the Principal.

Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.

Related legislation



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- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Workplace Health and Safety Act 1995*
- *Workplace Health and Safety Regulation 1997*

Related policies

- [SMS-PR-012: Student Protection](#)
- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-018: Information Sharing under Child Protection Act 1999](#)
- [SMS-PR-008: Family Law Matters Affecting State Educational Institutions](#)
- [CMR-PR-001: Complaints Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [SMS-PR-024: Internet - Student Usage](#)
- [SDV-PR-001: Employee Professional Development](#)
- [The Code of Conduct](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

11. Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valuededucation.edu.au)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses (<http://www.transport.qld.gov.au/buscode>)





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Biloela State School Community's

ANTI-BULLYING CHARTER

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DIRECTIONS: *Please circle or underline the best answers to the following questions. You may have more than one best answer for some questions. You do not have to put your name on the paper.*

Name (optional) _____

1. Have you ever been bullied?	Yes No
2. What is the difference between bullying and fighting?	
If you answered yes, how often does someone bully you?	Occasionally Often Every day
Where did it happen?	School Park Home Neighbourhood Somewhere else
If it happened at school, where?	Classroom Playground Tuckshop Toilet Somewhere else
3. Have you seen other students being bullied at school?	Yes No
If you answered yes, how often have you seen it happen?	Occasionally Often Every day
Where have you seen other students bullied?	Classroom Playground Tuckshop Toilet Somewhere else
4. What kinds of things have bullies done to you or to someone you know?	Called names Threatened Stole or damaged something Shoved, kicked, or hit Ignored
5. How much of a problem is bullying for you?	Very much Not much None
6. List some of the things you think parents, teachers, and other adults could do to stop bullying. You may also list names of students who have bullied you here if you wish to.	

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What would Biloela State Primary School be like with **NO BULLYING?**

See

- Kids getting along
- Lots of kids coming back to school
- Friendliness
- Smiling faces
- Learning better

Feel

- Positive about yourself
- Good about not being **BULLIED**
- Safe/not scared
- Confidence
- Happy to come to

Hear

- Friendliness
- Kind words
- Sharing and helping one another
- People solving their problems in respectful ways
- People using their manners
- No put-downs
- No complaints/rumours

