



Bletchley Park
P R I M A R Y

Anti-Bullying Policy

Effective: 12th March 2018

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Bletchley Park Primary School Statement on Bullying

At Bletchley Park Primary School, we aim to establish a community in which everyone feels valued and safe, where the individual differences are appreciated, understood and accepted. Everybody has the right to enjoy their time at school.

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). (*Education Department Authorities, 2017, www.bullyingnoway.gov.au*)

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated
- It



involves behaviours that can cause harm

Rationale

- It is recognised that bullying may occur at Bletchley Park Primary School.
- We acknowledge that all members of the school community have a right to 'Be, Think and
- Grow' in a supportive, cooperative and safe environment and have a responsibility to
- respect each other.
- We acknowledge the need to make all stakeholders aware of strategies used to
- counter bullying at Bletchley Park Primary.

Bullying Can Involve...

Physical Hitting, kicking, pinching, pushing, tripping, 'gang-up,' unwanted touching, damage to property.

Verbal	Name calling, sexist or racist comments, teasing, put-downs, swearing insulting remarks, nasty notes.
Emotional/	Persistent following, threats or implied threats, unwanted email or text messages, abusive websites,
Psychological	threatening gestures, manipulation, emotional blackmail.
Relational	Ostracizing or excluding others and encouraging others to do the same, rumours, setting up humiliating experiences, sharing others personal information.
Cyber	Using ICT such as email, text message, instant messaging and websites as an alternative means of verbal, relational and psychological bullying (refer to mobile phone policy).

**See Appendix 1 for signs of bullying*

Bletchley Park Primary discourages bullying through the following three strategies;

Prevention

- Brochures, posters, assemblies, newsletters, school website- used to promote anti-bullying and preventative measures.
- Use of a variety of differentiated resources and strategies to teach personal and social capabilities (see Appendix 2).
- Staff support and training to manage bullying situations and prevent escalations.
- Students taught the difference between 'dobbing' and 'telling'
- Staff and students trained in appropriate bystander behaviours.

Positive Learning Environment

- Collaboratively designed rules.
- Students aware of expectations.
- Positive behaviour recognized and rewarded.
- Consequences are clear and appropriate.
- Consistent modeling of positive language.

Positive Playground Environment

- Students are aware of the rules and expectations.
- Students are encouraged to play together.
- Duty teachers easily identifiable.
- Positive playground behaviour rewarded.
- All bystanders, both students and adults, have a responsibility to take 'appropriate' action when they witness bullying.

A Bullying Incident Occurs

Step 1 Individuals involved are identified.

- Information obtained through observations and/or receiving reports (not interviewing the victim).
- Information maybe received through students or parent report.

Step 2 Each student involved in bullying interviewed

- Students seen individually.
- Start with the ringleader (if known).
- Bystanders maybe included.
- Meeting in private without interruption.
- 'Shared Concern Method' followed.

Step 3 The 'Target' is interviewed

- The 'Target' is seen last.
- Discuss what may have lead up to the incident.
- Disclose ideas put forward by suspected bullies for positive change.
- Ask target to look for signs of change.

Step 4 Follow up meetings scheduled with suspected bullies

- Individuals meetings several days later.
- Assess if students have carried out promised actions.
- When progress is being made, a group meeting takes place.
- Discuss positive actions taking place together.

Step 5 Follow up meetings scheduled with 'Target'

- Identify positive changes 'Target' has noticed.
- Invite and encourage 'Target' to attend the "Summit Meeting".

Step 6 Summit Meeting

- Meet with suspected bullies and 'Target'.
- Facilitate discussion about how students wish/ plan to proceed to resolve issue.
- Discuss what students might do if there is a relapse.
- Suspected bullies put forward their agreed proposal from previous meeting.

(Victoria State Government , 2017, Shared Concern Method)

** Although this is a 'no blame' approach all individuals should be noted on Integris.*

*** Should the form of bullying be extreme or severe then revert to the behaviour management plan.*

Related Policies

Student Behaviour in Public Schools Policy: Student Behaviours in Public Schools Procedures Effective: October 2018

Let's Stand Together. Ministers Statement on School Violence 2019

Say No To Violence: Let's Make School a Safe Place for Everyone