



# Fountain Gate Primary School

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## ANTI-BULLYING POLICY

### 1. INTRODUCTION

The Fountain Gate Primary School Council has established the following policy in order to communicate our belief that all children have the *right* to feel safe and be safe at school. The most effective way of dealing with bullying is to develop a genuine whole school approach where staff, students and parents work together to create a culture where the community is able to identify bullying behaviour and take action to stop it. Skills and attitudes which will help this occur need to specifically addressed and kept at the forefront of people's thinking in order for cultural change to occur. This policy is effective from Tuesday 17<sup>th</sup> June, 2000

**Definition-** Professor Ken Rigby defines bullying as having six key features:

- An initial desire to hurt
- The desire is acted upon
- Imbalance of power
- The action is without justification
- The behaviour is repeated
- The bully enjoys hurting the victim

#### ***Bullying Behaviours***

Physical Bullying- Fighting, pushing, shoving, negative gestures, invasion of personal space

Verbal Bullying- Name calling, offensive language, put downs, picking on people because of their race, gender or religion, spreading rumours

Visual Bullying- Offensive notes, graffiti, damaging other peoples property

Victimisation- Stand over tactics, picking on others, threats, repeated exclusion

Sexual Bullying- Touching, brushing up against one in a sexual manner, sexually oriented jokes, drawings of or writing about someone's body

Telephone/Email Bullying- Students repeatedly telephoning or emailing another student's home with the intention to harass, spread rumours and/or threaten

Racial Bullying- in any form is bullying

#### ***Victim Behaviours***

Classic Victim- One who is not responsible for their being bullied (e.g. new student)

Provocative victim- One who provokes and antagonises and is then quick to complain

Passive victim- One who is fearful, physically weaker, withdrawn, and has feelings of helplessness.

Colluding victim- One who takes the role of victim to gain acceptance and popularity (e.g. class clown)

False victim- One who complains unnecessarily

Bully/Victim- One who takes on the behaviour of both bully and victim

### 2. PURPOSE

2.1 To have structures in place that promote positive, responsible behaviour

- 2.2 To diligently and proactively, maintain a safe and happy environment through supervision in the playground, classrooms and other areas
- 2.3 To improve the knowledge and skills of children, parents and staff regarding bullying issues
- 2.4 To apply sanctions consistently and fairly

### **3. GUIDELINES FOR ACTION**

#### **3.1 Structure**

- A Buddy system will operate for preps and grade sixes.
- Peer mediators will be trained and supported
- Student Representative Council will have a membership drawn from each grade
- Home/School Contact will be initiated when appropriate
- Transition Programs from prep and to secondary college will operate
- Student Welfare Co-ordinator position will be to co-ordinate relevant programs
- Through school assemblies, the school ethos will be supported, informed and promoted
- Families will be invited to be involved in many aspects of school life
- Report to School Council will be completed monthly.

#### **3.2 Supervision**

- Interest groups will provide alternatives for children during lunchtime
- Two teachers will be on yard duty
- Ticket system for entry to school, sick bay
- Monitor trouble spots by amending rules or enhancing supervision
- Management plan for students who may bully

#### **3.3 Skills**

- Social skills program P-6 first term every year, also on going
- Extra programs for selected children at risk
- Guest speakers and inservice activities that develop parent and teacher skills
- Communication through newsletter and other forums

#### **3.4 Sanctions**

- Discipline procedures: warning, appropriate consequences, misdemeanor notice(see attached), after school detention, counselling, suspension, expulsion
- Behaviour management plans will be in place for children at risk of bullying others

\* Please refer to the school's Welfare Guidelines and Discipline Process

### **4. OUTCOMES**

- 4.1 The school community is aware of the consequences of bullying, and the different ways bullying is expressed and experienced
- 4.2 Programs which address bullying issues are available on a regular basis, and are relevant to the needs of the school community
- 4.3 Supervision is effective in monitoring classroom, playground and individual students who may present a risk
- 4.4 A cohesive, comprehensive social skills program is in place from P-6
- 4.5 Bullies and victims experience ongoing support to modify their behaviours, skills and attitudes
- 4.6 Sanctions are applied consistently and fairly