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## Coogee Boys' Preparatory School

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## Coogee Boys' Preparatory School

# Anti – Bullying Policy, Procedure and Guidelines

### 1. Statement of purpose

Coogee Boys' Preparatory School recognises its duty of care to its students and aims to provide an environment in which students feel safe, secure and free from bullying, harassment, conflict and any form of violence. This document outlines the processes for preventing and responding to student bullying and reflects the school's philosophy and expectations. The aim of this plan is to create a safe and supportive environment for all members of the School Community. Developing a School Culture which is co-operative and in which harassment is not tolerated is a priority. The School aims to implement strategies which proactively deal with issues of violence, intimidation, harassment and bullying. All School Community members have a responsibility to work together to create an environment free from bullying.

- Coogee Boys' Preparatory School is an inclusive environment, where diversity is affirmed and individual differences are respected.
- Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment.
- The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in context of student welfare.
- The wellbeing, safety and health of students inform school policies, programs and practices.
- Coogee Boys' Preparatory School staff, students and parents/carers do not tolerate bullying in any form

The purpose of this policy is to promote an anti-bullying environment through clear and consistent guidelines. This will be achieved by better identifying bullying and have it decrease by responding quickly and effectively to bullying incidents by challenging the attitudes which are the cause of bullying behaviours. Coogee Boys' Preparatory School aims to be a respectful place of learning where students are free to reach their potential in a happy and safe

environment and where staff act as positive role models emphasising our anti-bullying culture. Bullying response strategies are tailored to the circumstances of each incident and seek to restore broken relationships which is based on restorative, rather than punitive interventions.

## 2. The School's position on Bullying

- All students have the right to be free from bullying
- Any form of bullying is contrary to School policy and will not be tolerated
- A student has the right to seek assistance from a staff member if being bullied or threatened
- Bullying is regarded as a serious offence and therefore ongoing or violent actions may lead to suspension, or expulsion may result
- Involves all members of our School Community

## 3. Definition:

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure on another.

Bullying involves the misuse of power in relationships. Bullying can involve all forms of harassment (including but not exclusively gender, race, disability, and sexuality), humiliation, domination and intimidation of others. The following examples of bullying behaviour are unacceptable at Coogee Boys' Preparatory School.

Bullying behaviour can be:

- verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- physical e.g. hitting, punching, kicking, scratching, tripping, spitting;
- social/indirect e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures;
- psychological e.g. spreading rumours, looks, hiding or damaging possessions; and
- Cyber-bullying e.g. malicious SMS and email messages, inappropriate use of phones, inappropriate use of social media.

## 4. What bullying is not

There are many negative situations children can face in a school scenario which, whilst may be potentially upsetting, do not normally constitute bullying. These include:

**One off scenarios-** aggression, thoughtlessness, inappropriate jokes or humour, shouting or swearing, loss of temper, carelessness, exclusion.

**Mutual conflict scenarios-** This occurs when there is a disagreement between students but not an imbalance of power in the relationship. Mutual conflict scenarios need to be closely monitored as they may evolve into a bullying situation.

## **5. Identifying Patterns of Bullying Behavior**

Bullying may be very hard to see. Bullying usually happens out of sight, away from teachers or other adults. The people who are most likely to know what is going on are other children. Children who are being bullied often don't like to tell anyone because they feel weak or ashamed, or are frightened that it will only make things worse. They also feel it is wrong to 'dob on' or tell tales on other children. If they tell anyone, it is most likely they will tell their parents or their friends before they will tell a teacher. Changes of regular behaviour in a student may indicate bullying. These may include:

- Bruises, scratches or cuts that your child can't really explain
- Torn or damaged clothing
- Damaged or missing belongings
- Headaches, stomach aches and other pains that the child can't put a finger on
- Unexplained tears or depression
- Unusual outbursts of temper
- Not wanting to go to school
- Not wanting to play with friends
- Wanting changes in the way he or she travels to and from school
- School work falls off in quality
- Wanting extra money without giving a reason

Parents/carers are encouraged to recognise signs of bullying and notify the School through the class teacher or Deputy Head if they suspect their child is a victim of bullying.

## **6. Procedures for Dealing with Bullying Behaviours**

### **6.1 The Student process**

- If a student is subjected to bullying then he must approach a teacher immediately and ask for assistance
- Other students witnessing inappropriate or bullying acts against a fellow student are encouraged to offer support, or seek assistance from a Teacher for the boy being victimized
- A student may bring issues of bullying directly to the Head of School to be dealt with.

## **6.2 The Parent process**

- If a parent becomes aware of bullying, then it is his/her responsibility to bring it to the attention of the Class Teacher or the Head of School
- Parents should never undertake their own response, or action with the perpetrator, or with the child's parents.
- Parents should contact the Head of School immediately if there is a threat or confrontation from another parent.

## **6.3 The School process**

- The Head of School or Deputy Head and/or teacher will interview the boys involved in incidents of bullying. A written report is made on Sentral and parents are contacted to discuss the incident
- The teacher and/or Head of School develop an Action Plan, incorporating strategies and expectations for resolution and reconciliation of the issues and to advise all involved what the consequences will be for their actions
- Parents are notified of the strategies and student expectations. All written correspondence and interview transcripts are to be kept on file
- The Head of School and teachers are to ensure that the matter is dealt with fairly and consistently
- The School will view all matters seriously and employ appropriate action, once a report has been verified. It is critical that at each stage of the process, the issues are dealt with, rather than allowing emotions to govern the response or outcome
- An important outcome is to empower all students to deal with a range of 'bullying' scenarios, using a variety of workable strategies
- Students may need to receive counselling to develop appropriate and achievable skills and dialogue to overcome bullies. The positive education program 'Bounce Back' is employed throughout the School to help achieve positive outcomes within the class and on the playground
- Ultimately all students feel safe and supported within the School Environment.

## **7. Process for Dealing with Bullying Behaviours**

- Ensure all students know the procedures for dealing with bullying behaviour
- Any bullying behaviour reported is investigated and dealt with as soon as possible
- All students involved are interviewed
- Classroom Teacher and students involved deal with smaller issues
- Larger issues are dealt with by the Head of School and/or Deputy Head

- Parents/carers and Class Teacher work together to identify any underlying problems and seek solutions
- Detentions or isolation are given for certain inappropriate and unacceptable behaviours
- If a student persists in displaying certain behaviours then intervention occurs in the form of a behavioural management plan or possibly support/ anger management
- An apology and/or restitution is required so that students understand the concept of rights and responsibilities, and the need to take responsibility for their own actions
- Victims are provided with support and appropriate strategies to deal with bullying.

## **8. Managing a Bullying Incident**

Bullying cannot be reduced if incidents are not reported. When a bullying incident has occurred or has been reported, the following strategies will be employed:

## **9. Role of Teacher Receiving a Report of Bullying**

- Determine whether report is of bullying, poor social skills or rule-breaking. This may be a one off situation or an on-going one. The teacher deals with the incident using the above strategies.
- Record details of the incident in Sentral, including all students involved, bystanders and witnesses.
- Give information to the classroom teacher for possible further follow-up.
- Inform executive team of the situation.

## **10. Role of Class Teacher and Executive Team in Receiving a Report of Bullying**

- If bullying is determined to be occurring, the role of the class teacher is to notify the executive team.
- The executive team in conjunction with the class teacher will employ a problem solving approach.
- They will interview the student experiencing bullying and determine their feelings and who is involved, including student/s who bullied bystanders and colluders.
- A meeting will be held with all students involved in bullying and share with the group the feelings of all parties involved to highlight feelings of empathy.
- Student/s develop and implement a plan with the assistance of the teacher and/or

executive team. This may involve mediation, buddy program or support from a teacher.

- Follow-up meetings will be organised with the bullied student and/or the bully to determine if the behaviour has changed.
- If incidences of bullying continue, further consequences in line with the Coogee Boys' Preparatory School Welfare and Discipline Policy may need to be applied and parents will be contacted.

A 'Restorative Dialogue' will be organised including students, parents (if necessary) and teachers. The incident must be acted upon in a timely manner of the report and parents informed of actions taken.

Bullying incidences once deemed as accurate will be recorded on Sentral to monitor any patterns of bullying. Ongoing support will be offered to the affected students through regular meetings, teaching of appropriate social skills and updates through the executive team.

The executive team will contact parents of the students involved to ensure the success of the resolution is being maintained. If the situation has deteriorated the matter will be dealt with in accordance with the School's Welfare/ Discipline Policy.

## **11. Anti-Bullying Conflict Management Plan**

The School has implemented the 'Bounce Back' positive education program as a whole School initiative to instill a positive approach to behaviour and as a significant anti-bullying measure. The five-point anti-bullying strategy is also encouraged so that students can respond appropriately and confidently when they feel that they are being bullied.

### **11.1 The five-point plan is as follows:**

1. Ask them to stop
2. Continue activity
3. Ignore them
4. Walk Away
5. Tell a teacher

### **11.2 Parent/ Guardian Expectations:**

- To be kept informed regarding any issues that involve anti-social or bullying behaviour
- The programs implemented by the School will be explained regularly and are adhered to
- To discuss the plan with their sons and support its implementation
- Encourage co-operative behaviour in their children and discourage retaliation of any kind

- Encourage independence in their child
- Report any incidents of harassment to their Class Teacher or the Head of School
- Not to take matters into their own hands and confront the perpetrator and/ or his family

### **11.3 Student Expectations:**

- To play safely and co-operate with other students and staff
- Report any incidents of bullying to a member of staff or the Head of School/Deputy Head
- Have a right to be treated with dignity and respect and in return to treat others the same way
- To be listened to if they are experiencing difficulties
  
- To be taught appropriate skills to deal with different social situations
- Students must learn to be civil and tolerant
- Students need to be respectful and friendly
- Never ignore physical bullying. This must be dealt with immediately by seeking adult assistance.
- To be treated with dignity and respect and in return they will treat others appropriately.
- That they will be listened to if they are experiencing any difficulties.
- That they will participate in ongoing training to provide them with appropriate skills to deal with social situations.

### **11.4 Staff Expectations:**

- To encourage co-operative behaviour through co-operative learning techniques
- Be vigilant and proactive whilst on playground duty
- Respond to students concerns and complaints
- Be positive role models for all students
- To be treated with dignity and respect by all members of the School Community (staff, parents and students) and in return treat others in the same manner.
- Support from parents when dealing with anti-social or bullying type behaviours
- Staff will be listened to and supported and that procedural fairness will be the basis for dealing with an issue.
- That students and parents understand that rights need to be balanced with responsibilities.



### **11.5 Parents and Careers- Our shared responsibility:**

- The Coogee Boys' Preparatory School Welfare and Discipline Policy (which includes Anti-Bullying) are available to parents at the school office and on the school website. Parents and caregivers are encouraged to discuss these policies with their children. This information will also be addressed at the Parent Information session, held at the beginning of the year.
- Parents and carers are encouraged to report to the class teacher any incidents of bullying concerning their child(ren) so that it can be dealt with in an appropriate and effective manner. Parents and carers will be notified by the school if their child(ren) are involved in bullying behaviours, consistent with the Coogee Boys' Preparatory School Student Welfare and Discipline Policy.
- Students who experience bullying are encouraged to speak to a trusted adult either at home or at school. The school will work in partnership with the home to resolve the situation. The Coogee Boys' Preparatory School expectations encourage the students to be respectful, fair and safe. During Term 1, each class decides on class expectations which specifically relate to the three school expectations. This actively discourages bullying type behaviours and ensures all students are working in a positive manner.
- We expect all members of our school community to share in the responsibility of building a safe and secure school environment.
- Parents/carers have the responsibility to model respectful and inclusive behaviour and attitudes towards:
  1. Other children
  2. Other parents/carers
  3. Teachers and members of staff
  4. Our neighbours and local residents.

## **12. Whole School Anti-Bullying Strategies**

Coogee Boys' Preparatory School recognises that the implementation of whole school prevention strategies is the most effective way in creating an anti-bullying culture within our community.

The following initiatives help form our overall anti-bullying culture:

<b>Strategy</b>	<b>Implementation</b>
Positive Education Program- Bounce Back	Classroom/ Playground/SRC
Classroom expectations created	Classroom
Principal's Awards	End of Term Assembly
Information on policy and workshops	Weekly Chronicle
Staff training and development	Staff Meetings
Appropriate playground activities	Classroom/ Playground
Active identification of students needing intervention	Classroom/ Playground/ Staff Meetings
Buddy Program	Year 6 and Kindergarten
Peer Support Program	Weekly Sessions Term 2
Bullying Contract	Assembly
Anti-bullying/Values posters displayed	Throughout the School
Discussions regarding bullying	Weekly Assembly/Circle Time/ Before play
Promotion of Safe and Supportive Environments	Teachers/Students/Parents/Chronicle
National Day of Action Against Bullying and Violence	Whole School- Yearly

### **Classroom Strategies:**

- Regular discussion regarding bullying in 'Circle Time'
- Intervention programs for students- Bounce Back
- Classroom Expectations based upon Student Welfare Policy
- Posters created by students
- Class training in anti-bullying strategies

### **13.Prevention**

Bullying prevention strategies are implemented with the school on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately.

The following teaching programs further develop students' skills

- Bounce Back is a Positive Education approach to wellbeing, resilience and social-emotional learning. This social skills programs is taught from Kindergarten to Year 6. The programs address the environmental building blocks and the personal skills for fostering resilience in children and young people. The programs focus on the teaching of coping skills to help children and young people respond positively to the complexity of their everyday lives. These programs ensure all new students are introduced to the values which underpin the school. They ensure all classes start off the year with a positive message that bullying will not be tolerated, and how to deal with situations if they arise. **Responsibility: Deputy Head, classroom teacher.**
- Peer Support is a program that empowers students with practical skills and strategies to positively navigate life and relationships. The program supports schools to positively impact the wellbeing of children and young people. It provides students with Social and Emotional knowledge and skills and supports teachers to value student voice; and involve students in decisions about their school and learning. Year 6 students are trained in the Peer Support Dialogue in order to help resolve conflict around the school. **Responsibility: Deputy Head, classroom teachers.**
- Circle Time lessons will aim to empower students to deal with conflict in constructive ways. Skills may include conflict resolution, assertiveness training, negotiation, mediation skills and problem solving. **Responsibility: Classroom teachers.**
- Yearly Anti-bullying incursions. **Responsibility: Head of School/Deputy Head.**
- Refresher sessions at the beginning of each school year will allow staff to revisit the school Welfare and Discipline Policy. **Responsibility: Head of School/Deputy Head.**
- Class expectations based on student welfare and discipline policy. **Responsibility: Classroom teachers.**

#### **14. Useful Anti-Bullying websites**

Anti-bullying: [antibullying.nsw.gov.au](http://antibullying.nsw.gov.au)

Bullying. No Way! [bullyingnowway.gov.au](http://bullyingnowway.gov.au)

National Centre Against Bullying- [www.ncab.org.au](http://www.ncab.org.au)

eSafety Commissioner- [www.esafety.gov.au](http://www.esafety.gov.au)

Coogee Boys' Preparatory School is committed to providing a safe and secure environment for its students. In order to achieve this end, the School will review its anti-bullying policies and procedures, and the student welfare and discipline policies on a regular basis.

Please refer to the school's child protection policy and pastoral care principles and practices for more information regarding safe and supportive environments.



## **Coogee Boys' Preparatory School Orientation to New Policies**

When a new teacher arrives at CBPS, the following procedures are adhered to:

- 1 The Deputy Head makes a time [preferably before the teacher begins the new term] to meet with the new teacher to outline the School's policies relevant to that teacher and his/her responsibilities. These policies are listed above
- 2 The Deputy Head will have a hard copy to give to the new staff member
- 3 The Deputy Head will also direct the new teacher to Sentral where all policies are online
- 4 It is the new teacher's responsibility to take the time to read the policies mentioned above and to discuss any questions or concerns with the Deputy Head.
- 5 The Deputy Head will meet with the teacher again and request that the teacher sign and date a Policy Register, acknowledging that he/she has read each policy and understood it and its consequences.
- 6 The Deputy Head will keep a hard copy of the Policy Register in his office, and also upload it to Sentral.

When a new policy is introduced at Coogee Prep:

1. The Principal will distribute a draft copy to the executive for consideration. This may come from NESAs or the AIS.
2. The executive meet to discuss the policy and make any alterations and/or amendments.
3. The Principal presents the policy to the staff at the next available staff meeting.
4. The staff have time [ usually a week ] to read the policy before the next staff meeting where it will be discussed and they are able to make comment if needed.
5. The Principal amends the policy if required to do so, and prints out a final copy of the policy.
6. At the next staff meeting, the Principal distributes the updated policy to each staff member and also uploads the policy onto Sentral.