**Bully Prevention Strategy**

*To be read in conjunction with the school’s Responsible Behaviour Plan for students.*

**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.

**School community beliefs about bullying**

The Benaraby State School community does not tolerate bullying in any form. All members of the school community are committed to ensuring that each child is provided with a safe, healthy and supportive environment in which to learn and that the values of respect, responsibility, integrity and doing your best are promoted and consistently displayed.

These behaviours are seen at school, in the workplace, in the community, at home and in the media. They can affect anyone – students, staff and parents or carers. Everyone must help to make a positive difference.

“Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or groups of persons”

“Bullying might include:
1. Direct physical threats or assaults
2. Social exclusion of one by another or a group
3. Verbal insults or spreading rumours
4. Sending of threatening or demeaning messages by SMS, Email, Internet
5. Non verbal signals ”

It’s also important to note what bullying is not. Many distressing or unpleasant acts are not examples of bullying such as fighting, arguing, social rejection or discipline and single episodes of nastiness or meanness. These may well require action from a parent or teacher but they are not bullying. Bullying is systematic and ongoing – it is not just a one off act.

At Benaraby State School, bullying in all its forms is not accepted and all members of our school communities accept their responsibility to promote positive relationships and to prevent bullying"
**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 Benaraby State School. At Benaraby State School we use the following educational strategies.

- Implementation of School Wide Positive Behaviour Support (SWPBS) Process
- Responsible Behaviour Plan for Students
- You Can Do It Program
- Class meetings and programs
- Social skill development through school sporting and cultural activities

**Prevention Programs**

Effective social skill and positive relationships act to prevent bullying. At Benaraby State School we promote effective social skills and positive relationships by,

- School Programs including Student Leadership and Student Councils
- Ongoing recognition of positive behaviours through weekly awards
- You Can Do It Program providing students with strategies for dealing with bullying, improving self-esteem and self-confidence, by focussing on resilience, organisation, persistence, confidence and ‘getting along.’
- Parent skilling sessions including Triple P and Teen Triple P, Non-violent Crisis Intervention
- School Chaplaincy

**Responses to bullying**

Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

At Benaraby State School we support victims and perpetrators by:

- Providing counselling support
- Conducting bully interviews (e.g. method of shared concern)
- Increased supervision of at risk areas
- Social skills programs targeting victims and perpetrators

At Benaraby State School the consequences for bullying might include the following:

- Bully interviews
- Detention
- Family meetings
- Suspension and recommendation for exclusion where bullying is so severe no other form of consequence would be deemed adequate

At Benaraby State School, we support victims and perpetrators by:

- Encouraging students to discuss issues with a trusted staff member or a member of the administration team at any time they have need to do so
- Providing counselling support as and when it is needed
- Conducting bullying interview which give:
  - Perpetrators a clearer understanding of who has been affected, and how: and giving them:
    - An opportunity to repair the damage that has been done;
    - Strong incentives to minimise further harm, and
    - An opportunity to change behaviours.
• **Victims** a sense that those who have caused harm do understand who has been affected, and how:
  • An apology, and other forms of reparative response as required,
  • An opportunity to suggest what reparative response is required.

- Increased supervision of at-risk areas
- Encouraging students to form friendships with other students
- Social skills programs targeting victims and perpetrators
- Monitoring of interactions between identified parties

Depending on why they behave the way they do, children who bully need opportunities to learn how to:
- recognise their own feelings and those of others
- cooperate with others
- enter into friendships
- use positive body language and speech
- manage their anger
- be assertive rather than aggressive
- talk positively about themselves
- resolve conflict collaboratively

Depending on the circumstances and the individuals involved, children who are bullied will benefit from:
- providing them with immediate protection, a feeling of being safe (e.g. giving them an immediate and positive ‘time-out’ experience such as monitor or buddy/assistant)
- listen to what they have to say, and in no way blame them
- encourage them into any school interest’ groups such as gardening, chess club, etc
- training that teaches them to be assertive rather than passive or pushy

### Reporting and monitoring bullying

At Benaraby State School reports of bullying are taken seriously. Students and parents may report bullying in the following ways.
- Directly to a member of staff
- To parents
- Via bully surveys

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

- *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

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)