Student Welfare/ Anti-Bullying Policy

Sydney Japanese International School

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Rationale

School is, and should be, a safe and happy place for the education of our children. Each child has the fundamental right to be a part of the physical, academic and social development that takes place within the school. A child's school life will be influenced by others, and it is our aim to promote positive peer interaction through constructive teaching strategies.

As teachers, we are significant role models and will set clear and explicit rules on what is acceptable behaviour and what is not acceptable.

Does bullying exist at SJIS?

The teaching staff recognises that bullying behaviour exists within our school in both divisions. Teachers are aware that there are some social behaviour situations which need to be monitored immediately so as to prevent the development of more serious problems.

Definition

Bullying is a pattern of an ongoing and repeated behaviour by a person or group towards another person which is designed to hurt, injure, embarrass, upset or discomfort that person; it is a form of abuse. It can include:

- Physical aggression
- The use of "put-down" comments or insults
- Name calling
- Damage to the person's property
- Deliberate exclusion from activities
- The setting up of humiliating experiences

Some definitions of bullying that have emerged from the research of both Dr. Philip Slee, a South Australian researcher and practitioner, and of Professor Dan Olweus, a Norwegian program developer, say that bullying is "a power imbalance between people and an exploitation of power. It has the intent to injure and is not random. It is deliberate and repetitive and can be verbal, physical or psychological." (Slee, 1993)

"A person is being bullied, or picked on, when another person, or group of people, say nasty or unpleasant things to him or her. It is also bullying when a person is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them and things like that. These things can happen frequently and it is difficult for the person being bullied to defend himself or herself. It is also bullying when a

person is teased repeatedly in a nasty way. But it is not bullying when two people of the same strength have the odd fight or quarrel." (Olweus, 1989)

Some forms of bullying suggested by International Division students:

- scribbling, destroying or mucking up someone's work
- getting someone into trouble deliberately
- falsely accusing someone of doing something
- leaving someone out of everything; isolating that person
- making somebody feel disappointed
- spying on someone
- telling lies about a person to the teacher
- pushing a person into the wrong toilets e.g. a boy into the girls' toilets
- being hypocritical; being one thing to a person's face and another behind that person's back
- teasing somebody or someone's work
- getting a person to steal to be accepted in the group
- "using" other people
- calling a person names
- punching or kicking another person
- demanding money, property
- forcing someone to do something he/she doesn't want to do
- making another person scared
- telling other children not to play with that person
- ordering or bossing someone around
- telling rumours (untruths) about a person.

<u>Resolution</u>

- All teachers are firmly committed to putting an end to acts of bullying.
- Victims of bullying will be supported; bullies will be counselled.
- Programs will be integrated into the curriculum that specifically address issues of bullying.
- Positive peer interaction will be encouraged.
- Negative or aggressive interaction will not be accepted.

Strategies for dealing with unacceptable behaviour

1. Raising awareness with students, teachers and parents
   a) Students:
   - Provide opportunities for students to talk about bullying
   - Conduct classroom surveys or questionnaires.

   b) Teachers:
   - Staff and teachers meet and discuss aspects of bullying behaviour
   - Do spot checks
   - Observe student interactions
   - Chart trouble spots in the playground
   - Model conflict resolution skills in the classroom.

   c) Parents:
   - Talk to parents in parent-teacher interview times or when concerns arise.

2. Dealing with Bullying
   a) Identify bullying and victim behaviour
   - through observation and discussion in the classroom
   - through discussion with other teachers
   - through observation in the playground
   - through surveys with students.

   b) Counselling
   - those doing the bullying
   - those effected by the bullying behaviour
   - by the class teacher
   - by the Deputy principal, International Division
   - with the parents, teachers and the Principal.

   c) Keep records of incidents
   - Each class room teacher record the report and keep it in the student file

   d) Encourage high standards of behaviour
   - by giving rewards for appropriate behaviour as well as consequences for inappropriate behaviour

Strategies to promote appropriate behaviour

   a) Curriculum content:
   - use of creative writing, literature, art and drama to develop conflict resolution skills and to set good examples through role play.

   b) Preventative curriculum practices:
   - group work and co-operative learning
   - ongoing class meetings and problem-solving measures.

   c) Group work:
   - anger management, self-protective behaviour and assertiveness.

   d) Changing behaviour patterns
   - change the climate from "Don't Dob" to "It's okay to tell"
   - involve students in using problem solving for conflict situations

- use a no-blame approach when dealing with disclosures
- involve students in the solution as much as possible.

e) A positive approach
- recognise co-operative behaviour through awards in assembly
- encourage, praise and reward good behaviour in class
- develop and raise self-esteem in each student
- set positive role-models for children

f) Preventative support systems:
- Peer Support Program, peer counselling
- class or group problem solving
- Intensive small group work for bullies and victims.

Monitoring and evaluating procedures

a) Regular reports and discussion at staff meetings.
b) Regular observation of prospective class bullying and victim behaviour in the classroom.
c) Regular check by class teacher.
d) Regular reporting to parents on the ongoing program e.g. class discussions and solving of conflict problems through role-playing.