



## Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying)

### Purpose

1. Springfield Central State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- Raising the Bar for all students' achievement and attendance
- promoting equality and diversity and ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Springfield Central SS. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting and valuing all students.

Bullying behaviours that will not be tolerated at Springfield Central State School include ***name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.***

Bullying may be related to: race, religion or culture, disability, appearance or health conditions, sexual orientation, sexist or sexual language, young carers or children in care.

At Springfield Central State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in our school community.

### Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Springfield Central State School are an addition to our Responsible Behaviour Plan. This means that all students are being explicitly the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to through regular and explicit exposure to Program Achieve Keys.

### Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our Managing Behaviour Plan will be maintained at all times. This will ensure that:

Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour

- All students know our school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating the Springfield Central Way, including those associated with following our routines, from all staff in all areas of the school.
- Our Managing Student Behaviour Flowchart and Key messages are displayed prominently in every learning area in the school and referred to on a daily basis.
- Implementation and use of this program is with a consistent and caring approach.



## Reporting BULLYING

- Students at SCSS are encouraged to report bullying
- After each play break, students participate in a 10 minute ANCHOR in all classrooms. An ANCHOR is a self-directed, intensive activity related to the learning area that will follow. The primary purpose of an anchor is to focus the child's attention to learning after a break. The secondary purpose is to allow a 10 minute window in which all students have access to collaboratively complete a bully report form with their teacher.
- The bully report form is e-mailed to the Principal
- The principal then discreetly follows up the Bully Report and actions as appropriate.

*SAVING THE DOCUMENT – Please save as: BRFCLASSNAME\_ Child Surname, Child given name\_MonthDate  
example would be*

***BRF1B4Smith,Julie\_March3***

*SAVE under the name of the person REPORTING the bullying*

*Bully report forms MUST be completed in collaboration, teachers may type as the scribe. Any forms that arrive that are not from a staff e-mail will be ignored.*

*PARENTS DO NOT HAVE ACCESS TO BULLY REPORT FORMS for completion*

<h1>BULLY REPORT</h1>	
STUDENT NAME:	
CLASS:	TEACHER:
I wish to report:	
Name:	Class:
Name:	Class:
Name:	Class:
Reason for REPORT	
▪	
I HAVE TRIED TO RESOLVE THIS BY:	
▪	
DATE OF REPORT:	TIME OF REPORT:
<b>THIS FORM NEED BE E-MAILED TO THE PRINCIPAL FROM A STAFF ACCOUNT</b>	