CHRYSALIS STEINER SCHOOL
educating the whole child

ANTI BULLYING SUPPORT, PROCEDURES & GUIDELINES

Chrysalis School for Rudolf Steiner Education works with the indications given by Rudolf Steiner and the state and federal government requirements and advice in relation to schools and values education. The school aims to create a safe and caring environment that promotes personal growth and positive self esteem for all.

Bullying behaviour in any form will not be tolerated at Chrysalis School. Incidences of bullying will be dealt with according to the school's 'Reporting of Bullying' procedural guidelines.

Support Information

The aim of this document:-
> To support teachers and staff to provide a school space where children and staff feel safe to work, learn and play.
> To support teachers and staff to reduce any bullying behaviours that arise.
> To increase educational awareness through explicit teaching about what are bullying behaviours and strategies and responsibilities concerning these.
> To contact as necessary Youth Liaison Officer (YLO) in Bellingen or the School Liaison Police
> YLO sessions for anti bullying in middle school and the Education Manager will arrange any contact necessary.

What is Bullying?

Bullying occurs when somebody who is less powerful than another person or a group is deliberately and, typically, repeatedly hurt without in any way deserving that treatment. This includes emotional, verbal (eg name calling) indirect (eg excluding) or a combination of the above. These can be at least as harmful as physical bullying.

It can be the repeated use of :
- Physical aggression
- Put-down or insults
- Name calling
- Damage to a person's property
- Deliberate exclusion from activities
- The setting up of humiliating experiences
- 'Ganging up' of a group of children against one child

It is necessary to distinguish between the two main forms of bullying pertinent to the primary school situation – malign and non-malign (Rigby 1997). Different approaches may be adopted depending on the type of bullying that

is occurring. Malign bullying is that which seeks consciously to do harm to someone. Non-malign bullying is a form of 'non conscious' bullying which is less obvious and often longer duration. It is important to act in all bullying situations.

What are the Effects of Bullying?

Regardless of the type of bullying involved, the results for the victim are similar. They can include:

- Emotional – mood swings, sleep disturbance, depression
- Psychosomatic – negative body language
- Social – withdrawal, increased sibling rivalry
- Behavioural – outbursts of temper, problematic behaviour, decline in work standards, truancy.

Rights and Responsibilities

Rights
All the school community groups – students, teachers, other staff and parents have the right to feel safe and be free from bullying at Chrysalis School.

Responsibilities
All community groups and individuals have the responsibility to take action when bullying behaviours are witnessed or reported.

Students
Have the responsibility to:

- Co-operate with other students and staff
- Play safely
- Participate in activities to reduce bullying behaviours and to use strategies that they have learned to help reduce bullying behaviours
- Talk to teachers about any bullying behaviours that they have witnessed or experienced.
- Talk with parents, teachers and other trusted adults about how they are feeling.

Teachers
Have the responsibility to:

- Be familiar with the school anti bullying policy and to understand what bullying is and how to recognise it.
- Treat bullying as a serious issue and follow the procedural policy for any reported incident.
- Be involved with systemic education of children to bring about changes in knowledge, attitudes, skills and behaviours that will help them be free of bullying and ensure outcomes are met.
- Include parents in the process as indicated in the procedural policy.
- Personally model pro social respectable behaviours at all times and avoid unduly pressurising or bullying students, other staff or parents.
- Carefully monitor student behaviour and ensure students are supervised at all times.

- Ensure that classrooms are safe places.
- Discourage bullying behaviour wherever it is observed.
- Pass on to other staff members relevant information regarding bullying behaviour for them to take action on.
- Participate in an annual review.

Parents:

Parents have the responsibility to:

- Watch out for signs that their child may be bullied or is bullying
- Report and incidents of bullying by phone in person or by written note.
- Work with teacher where appropriate
- Model pro social behaviours at home
- Reinforce rules/strategies taught at school

Implementation

Bullying is anti social. It has no place at Chrysalis School. It is the responsibility of every member of the school community to be proactive in ensuring that bullying behaviours are not tolerated.

At Chrysalis School we will:

- Openly talk about bullying – what it is and how it affects us, and what we can do about it.

- Teach our students the skills that will build their self esteem and empower them to take responsibility for themselves and give them opportunities to practice these skills.

- Follow the policy that clearly states what actions we will take to deal with bullying behaviour.

We will do this by:

- Explicit teaching – activities focussed on social skills, raising self esteem and addressing conflict resolution are part of the PDH curriculum. Teachers may also include specific learning activities when the need arises.

- Specialists may be brought in to classes or to provide PD for teachers in relation to positive behaviours and anti bullying strategies.

- Information periodically sent home through Newsletters and Bulletin explaining the sorts of behaviours that are bullying and reminding the school community that bullying is not acceptable.

- Assembly reminders where appropriate.

- Encourage younger students to tell – perhaps using buddy system.

- Continue to explore other options – peer support etc.

Bullying Procedure Guidelines Attachment

LEVEL ONE:
1. Listen to the children involved. (All children have the right to procedural fairness-see attachment)

Find out more information – who are the main perpetrators, who are the bystanders, who are supportive to the student.

Fill in an incident form – one copy in teacher's day book and one copy to the Educational Manager who will place a copy in the student's file.

If it appears least severe, an informal general talk to students about reducing bullying behaviours – the effectiveness of this may depend on the adult-student relationship.

2. Identify and talk to the perpetrators.
Identify perpetrators where possible and have them spoken to by a teacher/counsellor using the no blame approach – shared concern ideas. ie. Share concern with "bully" for person being victimised and invite perpetrator/s to act in a responsible and constructive way to remedy the situation. Point out the advantages of doing so.

3. Fair judgement and sanction.
Adopt a direct approach in which a judgement is made about the magnitude or seriousness of the offence and an appropriate sanction applied. As far as possible, the offence is related to 'school rules' and the sanction is seen as a consequence.

4. Support/Assist "target" /victim
Assist the 'target' to learn to cope more effectively with the situation and offer appropriate advice and/or counselling (yet recognise that target often has done nothing to warrant the bullying behaviour) eg. Assertiveness strategies.

5. Support Change.
Seek to change the Perpetrator's behaviour through counselling or problem solving approach designed to motivate responsible behaviour.

Define the problem in a way so that both parties can readjust their relationship and are capable of being helped by a process of mediation.

If behaviour escalates, students complete an age appropriate Behaviour Contract with the relevant teacher. Parents are notified.
If it is of medium severity, counselling and problem solving approaches can be effective using the No Blame approach and Method of Shared Concern. These can assist in eliciting responsible action from the perpetrators and effect remarkable transformations in their peer relationships.

If the bullying is more severe, a more formal approach is needed.

LEVEL TWO:

Class Teacher, support teachers conduct a functional behaviour assessment and/or document relevant observations.

Relevant members of the learning support team, class teacher and management meet with parent/s of perpetrators, share concern for the 'target' and point out how the behaviours of their son/daughter is contributing to the unhappiness of the student.

To make an action plan (ie. Behaviour Support Plan, BSP) with specific outcomes, goals and strategies to reduce bullying behaviours. This meeting is with parents, student, class teacher and relevant Learning Support team members.

Follow up of the BSP is set up at initial BSP meeting to monitor student progress and success of strategies implemented.

Consequences may be applied where an infringement of well-publicised rules is clear. In some cases of bullying, a clear rule is hard to specify or interpret and its misapplication can result in feelings of injustice, resentment and complaints from parents. Still, where the bullying is severe and repeated, there may be no alternative. It may be important to send a strong message by using a logical consequence such as an in-house suspension until a plan of action has been agreed upon.

Action Plan:
Listen, investigate, clarify and act accordingly

For less serious incidents	For more serious incidents
Reminder of school policy of zero tolerance and check child's understanding.	Teacher uses logical consequences
	Reminder of school policy.
Child returns to activity.	Record in register (in child's file)
	Parent informed and BSP made including restitution.

Ongoing support of the target.
All incidences of bullying will be reported at Faculty/College meetings.

If behaviour does not change or for more serious incidents, formal consequences are applied (according to the School Behaviour and the Extended Behaviours procedures).