



# Albany Hills State School

## Anti-bullying Program

### Rationale

At Albany Hills State School we take bullying very seriously. We strive to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
- raising 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 in our school. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional, and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts in supporting all students and are therefore unacceptable. We aim to educate our students on the damaging effects of bullying to hopefully limit the incidences of it occurring in our school community.

### What is bullying?

Albany Hills State School identifies that bullying is repeated inappropriate behaviour when there is a power imbalance between two or more people and that bullying can take many forms. The *National Centre Against Bullying* identifies five kinds of bullying:

#### 1. Physical bullying

When a person (or group of people) uses physical actions, such as hitting, poking, tripping, or pushing, in an ongoing way. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

#### 2. Verbal Bullying

Repeated or systematic name calling, insults, homophobic or racist remarks, and verbal abuse.

#### 3. Covert bullying

Repeatedly, or in an ongoing way, lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking, or deliberately excluding someone.

#### 4. Psychological bullying

Threatening, manipulating, or stalking someone.

#### 5. Cyber bullying

Repeatedly using technology, such as email, mobile phones, chat rooms, or social networking sites to bully verbally, socially or psychologically.

*Working Together: A toolkit for effective school based action against bullying (October 2010)*

Within the *Safe to Learn* (DCSF, 2007) publication it is identified that students can be bullied for a variety of reasons. Specific types of bullying may relate to:

- race, religion, or culture
- appearance or health conditions
- sexual orientation
- home and family circumstances
- learning needs or disabilities
- gender or sexual bullying

Just as bullying can take many forms, it can also occur between students, staff, and parents/carers. While these instances of bullying are serious and need to be addressed, the focus of this program is on actions to address bullying among students.

### **What do we know about students who bully?**

Research shows that students who bully are not necessarily the physically dominant students with self-esteem issues. *Working Together: A toolkit for effective school based action against bullying* (October 2010) identifies students who bully are often popular, have good leadership skills, are not malicious in their intent but are thoughtless in their actions. *Action Against Bullying* identified that bullies often have the following characteristics:

- high energy
- good verbal skills and an ability to talk themselves out of trouble
- a high estimation of their own ability
- an ability to manipulate individuals or groups
- an enjoyment of conflict and aggression
- a delight in getting their own way
- the appearance of being popular but are often disliked.

The *Safe to Learn* (DCFS, 2007) publication identifies the different roles that students can play in a bullying situation are:

- Ring Leader: students who through their social power can direct bullying activity.
- Associates: students who actively join in the bullying (sometimes because they are afraid of the ring leader)
- Reinforcers: students who give positive feedback to the bully by, for example, laughing, commenting or smiling.
- Outsiders/Bystanders: students who remain silent or watch and therefore appear to condone the bullying behaviour, or who want to keep themselves safe from the bully by not drawing attention to themselves.
- Defenders: students who try to intervene to stop the bullying or comfort students who experience bullying.

## Anti-bullying Program Aims

At Albany Hills State School there is a broad agreement among students, staff and parents that bullying is observable and measurable behaviour. The *Responsible Behaviour Plan for Students* outlines the processes in place for the management of both bullying behaviours and incidences of physical and verbal misconduct, whether electronic or by any other means. Irrespective of whether the behaviour is considered bullying or a single incident it will be responded to in similar fashion, that is, as categorically unacceptable in the school community. The Albany Hills State School Anti-bullying Program is designed to explicitly teach students about bullying and the steps that can be taken to combat bullying. It is structured so as to support the *Responsible Behaviour Plan for Students*, not to replace it.

The Albany Hills State School Anti-bullying Program centres on raising student awareness of five main ideas:

- What is bullying?
- What isn't bullying?
- Am I being bullied?
- Am I being a bully?
- Do I know someone who is being bullied (or someone being a bully)?

The Albany Hills State School Anti-bullying Program is designed to be implemented several times each year so that all students are kept well informed regarding this important issue. It is structured so that the bullying behaviours most likely to occur at particular Year levels are addressed in the lessons. For example, students in Prep, Year 1 and Year 2 will focus on physical and verbal bullying, Year 3 and 4 will focus on covert and psychological bullying and Years 5, 6 and 7 will focus on cyber bullying. While these bullying behaviours are the focus of these Year levels, teachers will address the others as required throughout the year.

## PREP LESSONS

Students in Prep – Year 2 will focus on the following types of bullying and teachers tailor their discussions around this:

- Physical bullying: When a person (or group of people) uses physical actions, such as hitting, poking, tripping, or pushing, in an ongoing way. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
- Verbal Bullying: Repeated or systematic name calling, insults, homophobic or racist remarks, and verbal abuse.

Prep lessons are to take the form of a class discussion given that most of our students in Prep would have very little prior knowledge or experience with bullying.

Some questions that could be used to guide discussion are:

- Who has heard the word "bullying" before?
- What does "bullying" mean?
- How is bullying different from teasing?
- If it is the first time that someone teases or hits you, is it bullying?
- Who do we tell if we know that someone is bullying someone else?
- Who do we tell if we are being bullied by someone else?
- If you are being a bully, how will other people treat you?
- Is it ever ok to say nasty things or hit someone, even if it isn't bullying?

Reinforce with students that bullying is repeated incidences of inappropriate and unacceptable behaviour from an individual or group towards another individual or group. Isolated incidences, while also unacceptable, will be dealt with according to the consequences outlined in the *Responsible Behaviour Plan for Students*, but unless it is repetitious in nature it does not constitute bullying. The repeated aspect could manifest in different ways, though (ie sometimes verbal, other times physical).

Students should be taught that ignoring bullying or watching it happen is also unacceptable and there will be consequences for individuals having been found doing so.

## YEAR 1 AND 2 LESSONS

Lessons for students in Years 1 and 2 are to take the form of an initial class discussion to redefine bullying and then to discuss the appropriate responses to a series of scenarios.

Students in Prep – Year 2 will focus on the following types of bullying and teachers should tailor their discussions around this:

- **Physical bullying:** When a person (or group of people) uses physical actions, such as hitting, poking, tripping, or pushing, in an ongoing way. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
- **Verbal Bullying:** Repeated or systematic name calling, insults, homophobic or racist remarks, and verbal abuse.

While verbal and physical bullying are the focus for these Year levels, there may be incidents throughout the year that include the other forms of bullying too. Should these occasions arise, they should be discussed on a case by case basis and managed accordingly.

Reinforce with students that bullying is repeated incidences of inappropriate and unacceptable behaviour from an individual or group towards another individual or group. Isolated incidences, while also unacceptable, will be dealt with according to the consequences outlined in the *Responsible Behaviour Plan for Students*, but unless the behaviour is repetitious in nature it does not constitute bullying. The repeated aspect could manifest in different ways, though (ie sometimes verbal, other times physical).

Students should be taught that ignoring bullying or watching it happen is also unacceptable and there will be consequences for individuals having been found doing so.

The following scenarios for discussion are designed to provoke students to think about whether an incident is bullying or not and to promote empathy in students. Teachers should use one or two scenarios during each lesson and feel free to supplement the program with their own scenarios if necessary.

## **BULLYING SCENARIOS: YEAR 1 AND 2**

<p><b>Scenario 1:</b></p> <p>Leo is new to the school and doesn't have all of his school uniform yet. Leo's classmates tease him about this and Leo starts to cry. He tells the teacher that his classmates are bullying him. Is Leo being bullied by his classmates? Was he right to tell the teacher? Who is someone else he can tell?</p>	<p><b>Scenario 2:</b></p> <p>Lucy plays on the adventure playground at lunch time and every day Toby steals her hat and runs away with it. Even though the teachers tell Toby to stop doing it, he keeps taking her hat. Is Toby being a bully? What should Lucy do next?</p>
<p><b>Scenario 3:</b></p> <p>Tessa is in Lara's class and for no reason in particular, Lara doesn't like Tessa. Sometimes, Lara pushes Tessa over in the playground and Tessa tells the teacher, but Lara just gets spoken to and gets time out in the playground and then can keep playing afterwards. Sometimes she pushes Tessa over again. Is Lara being a bully? What should Tess do?</p>	<p><b>Scenario 4:</b></p> <p>Michael walks home with his friend Todd each day. They often walk behind Troy, who Todd teases the whole way home. Michael often sees Troy crying which makes him feel bad, but he's worried that if he tells the teacher at school that Todd will start teasing him. Is Todd bullying Troy? Does Michael need to tell the teacher even if Troy doesn't?</p>
<p><b>Scenario 5:</b></p> <p>Abed's family has just moved to Australia from another country. He has found it hard to make friends because he doesn't speak English and some of the other children in his class aren't nice to him. They take his things without asking and they call him nasty names. Is Abed being bullied? What should happen now?</p>	<p><b>Scenario 6:</b></p> <p>Sophie is running in the playground and trips over her shoe lace. She bumps into Ben and knocks him to the ground. Ben skins his knee and bumps his head and starts crying. Did Sophie bully Ben? What should Sophie do now?</p>
<p><b>Scenario 7:</b></p> <p>Karlie and her friend are hanging around the toilets at lunch time. They see Millie coming into the toilets so they hide and scare her as she's coming in. Millie screams and hits Karlie in fright. Is anyone a bully in this situation? Is anyone at fault? What should the girls do now?</p>	<p><b>Scenario 8:</b></p> <p>Billy has been accused of being a bully in the past by some students. He has never been involved in any incidents with James before, but one day in the playground he hits James for the first time. James tells the teacher that Billy is bullying him. Is James right? What should happen to Billy now?</p>
<p><b>Scenario 9:</b></p> <p>Mikah and Jonah eat lunch together most days. Jonah always has really nice lunches and Mikah asks to swap bits of his lunch for bits of Jonah's lunch. Jonah doesn't really want to, but Mikah forces him to. Jonah complains to the teacher that Jonah is bullying him. Is Jonah correct? What does Mikah need to do?</p>	<p><b>Scenario 10:</b></p> <p>Leila's friends have given her a nickname that's a bit rude and she doesn't like it. She's asked them to stop calling her that but they keep doing it. She threatens to tell the teacher if they won't stop so they call her a cry baby and tell her that they're only joking when they say it. Are Leila's friends bullying her?</p>

## **YEAR 3 AND 4 LESSONS**

Lessons for students in Years 3 and 4 are to take the form of an initial class discussion to redefine bullying and then to discuss the appropriate responses to a series of scenarios.

Students in Year 3 and 4 will focus on the following types of bullying and teachers should tailor their discussions around this:

- Covert bullying: repeatedly, or in an ongoing way, lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking, or deliberately excluding someone.
- Psychological bullying: threatening, manipulating, or stalking someone.

While covert and psychological bullying are the focus for these Year levels, there may be incidents throughout the year that include the other forms of bullying too. Should these occasions arise, they should be discussed on a case by case basis and managed accordingly.

Reinforce with students that bullying is repeated incidences of inappropriate and unacceptable behaviour from an individual or group towards another individual or group. Isolated incidences, while also unacceptable, will be dealt with according to the consequences outlined in the *Responsible Behaviour Plan for Students*, but unless the behaviour is repetitious in nature it does not constitute bullying. The repeated aspect could manifest in different ways, though (ie sometimes verbal, other times physical).

Students should be taught that ignoring bullying or watching it happen is also unacceptable and there will be consequences for individuals having been found doing so.

The following scenarios for discussion are designed to provoke students to think about whether an incident is bullying or not and to promote empathy in students. Teachers should use one or two scenarios during each lesson and feel free to supplement the program with their own scenarios if necessary.

## **BULLYING SCENARIOS: YEAR 3 AND 4**

<p><b>Scenario 1:</b></p> <p>Karla has a fight with her best friend Lola. Karla tells Lola that she can't play with their friends anymore and tells her friends that they are not allowed to be friends with Lola anymore. Some of Karla's friends still want to be friends with Lola but they're worried about making Karla mad. Is Karla being a bully? What needs to happen next in this situation?</p>	<p><b>Scenario 2:</b></p> <p>Thomas borrows his friend Josh's soccer ball and accidentally kicks it onto the road and it gets squashed by a car. Josh's big brother threatens Thomas the next day telling him that he has to replace the soccer ball or else. Is Josh's big brother bullying Thomas? Who can Thomas tell about this?</p>
<p><b>Scenario 3:</b></p> <p>Max sits behind Paul in class. Every day Paul tells the teacher that Max is kicking his chair. He's not kicking Paul's chair, but he says he is just to get Max into trouble because he doesn't like him. Max gets given time out in the classroom after a couple of warnings but Paul doesn't stop lying about this. No one who sits near them will tell the teacher that Paul is lying because they're scared of him. Is Paul being a bully? What needs to happen next?</p>	<p><b>Scenario 4:</b></p> <p>Kellie and Bella are in the same dance class outside of school. They are friends at dancing and sometimes play at each other's house afterwards, but when they go to school Bella ignores Kellie and pretends that she doesn't like her. Kellie is confused by the way Bella treats her at school, but wants to be her friend at dancing so she accepts this. Is Bella being a bully to Kellie?</p>
<p><b>Scenario 5:</b></p> <p>Josie and Kate don't like each other. Kate decides to make up a story about Josie and she spreads it around the Year level. Soon everyone is teasing Josie about it but no one tells the teacher that Kate started the rumour. Has Kate been a bully to Josie?</p>	<p><b>Scenario 6:</b></p> <p>Carlos's family moved to Australia a few years ago. The country Carlos moved from didn't speak English, so Carlos now speaks with a heavy European accent. Some students at the school mimic Carlos' accent and this makes Carlos feel embarrassed. Is Carlos being bullied by his classmates? What should Carlos do about this?</p>
<p><b>Scenario 7:</b></p> <p>Monica and Whitney are sisters. Monica excels and is popular at school but Whitney finds learning difficult sometimes and doesn't have many friends. Monica's friends are always nasty to Whitney, saying she's "dumb and a loser". Whitney tells the teacher and Monica's friends lie about it, saying that they didn't say anything like that. The teacher believes them and gives Whitney time out. Was Whitney being bullied? What should Monica do?</p>	<p><b>Scenario 8:</b></p> <p>Bryce is playing on the oval by himself. He is approached by a group of boys while the teacher on duty is speaking to a different group of students. Jacob is the leader of the group and he grabs Bryce by the neck and punches him in the stomach, telling him that if he tells anyone about it he will get ten times worse after school. Bryce is scared by the incident so he doesn't tell anyone, but it happens again every few days. Is Bryce being bullied? What needs to happen now?</p>
<p><b>Scenario 9:</b></p> <p>Laura is trying to fit in at her new school and Anna, who is the leader of a group of girls in her grade, tells her that to hang around with them Laura has to sneak into the classroom to get Anna's ball off the teacher's desk. Laura goes into the classroom but gets seen doing it and gets in trouble. Anna tells her that she'll never be friends with them if she tells the teacher that she was doing what Anna told her to do. What should Laura do? Was Anna bullying Laura?</p>	<p><b>Scenario 10:</b></p> <p>Caleb hangs around with a group of other boys at lunch time. One of those boys is Ted, who teases and plays nasty jokes on other children. Caleb doesn't like how Ted treats those other children, but he doesn't do anything to stop Ted because he doesn't want to be called a "dobber". He also thinks that it's the children that Ted's being mean to who are responsible for telling the teacher. Is Caleb right or wrong?</p>

## YEAR 5, 6 AND 7

Lessons for students in Years 5, 6 and 7 are to take the form of an initial class discussion to redefine bullying and then to discuss the appropriate responses to a series of scenarios.

Students in Years 5, 6 and 7 will focus on the following type of bullying and teachers should tailor their discussions around this:

- Cyber bullying: repeatedly using technology, such as email, mobile phones, chat rooms, or social networking sites to bully verbally, socially or psychologically.

While cyber bullying is the focus for these Year levels, there may be incidents throughout the year that include the other forms of bullying too. Should these occasions arise, they should be discussed on a case by case basis and managed accordingly.

Reinforce with students that bullying is repeated incidences of inappropriate and unacceptable behaviour from an individual or group towards another individual or group. Isolated incidences, while also unacceptable, will be dealt with according to the consequences outlined in the *Responsible Behaviour Plan for Students*, but unless the behaviour is repetitious in nature it does not constitute bullying. The repeated aspect could manifest in different ways, though (ie sometimes verbal, other times physical).

The following scenarios for discussion are designed to provoke students to think about whether an incident is bullying or not and to promote empathy in students. Teachers should use one or two scenarios during each lesson and feel free to supplement the program with their own scenarios if necessary.

## **BULLYING SCENARIOS: YEAR 5, 6 AND 7**

<p><b>Scenario 1:</b></p> <p>Karla has a fight with her best friend Lola at school. Karla goes home and takes a photo of herself holding an “I HATE LOLA!” sign and posts it on Instagram. Lots of their mutual friends see it and start commenting. Karla comments back and tells them what happened. Their friends start forming opinions and some start to take sides, with the comments becoming progressively nastier. The next day at school, a yelling match erupts between the girls and the teacher steps in to try to resolve it. Has cyber bullying taken place in this instance?</p>	<p><b>Scenario 2:</b></p> <p>Tayla has a Facebook account. She adds people she doesn’t know personally but are friends on Facebook with her friends. One of them, Kris, starts to send her private messages saying some really nasty things about her, so Tayla deletes him from her friends list. Kris continues to send her horrible private messages, calling her a coward for deleting him and so she blocks him. Whenever Tayla comments on their mutual friend’s statuses, though, Kris starts in on her there too. Tayla is starting to feel scared and upset by these comments. Is Tayla being cyber bullied?</p>
<p><b>Scenario 3:</b></p> <p>Oliver is getting ready for bed one night when he receives a text message from Ethan, who is in his class at school. Ethan has asked him something about their homework, but Oliver doesn’t respond because he’ll do it the next day. Oliver puts his phone on silent and goes to sleep. The next day, Oliver wakes up to 4 missed calls from Ethan and a series of messages saying increasingly nasty things to Oliver because he’s “ignoring” Ethan. The last one says that Ethan is going to bash Oliver after school. Is Ethan cyber bullying Oliver? What should Oliver do?</p>	<p><b>Scenario 4:</b></p> <p>Ally is on Facebook and notices that Molly has posted a new “selfie”. Ally comments on the photo, saying how nice it is but Tim, who’s in their class, has commented saying something nasty. Ally scrolls through a few of Molly’s other photos and notices that Tim often writes nasty things on Molly’s photos. She checks with Molly the next day at school to see how she’s feeling and she says she’s fine, but she looks sad. Has cyber bullying taken place? Does Ally need to take it further?</p>
<p><b>Scenario 5:</b></p> <p>Petria has her internet access revoked at school because she searched for inappropriate content. She needs to finish researching an assignment, though, so Hayleigh logs onto the computer for her and then goes back to her desk. The next day, Hayleigh gets called down to the principal’s office because an email was sent from her account to all of her classmates with swearing in it. Hayleigh claims she didn’t do it and she thinks Petria did. Petria lies to the principal, saying she learned her lesson and wouldn’t do that to a classmate. Hayleigh loses her internet access at school and has to do detention. Did Petria cyber bully Hayleigh?</p>	<p><b>Scenario 6:</b></p> <p>Michael has his own YouTube channel and he posts video blogs each week. People he goes to school with subscribe to his channel, but only one of the subscribers starts to comment on his videos calling him horrible names. He thinks it might be someone he goes to school with because of some of the things they say, but the username isn’t anything like anyone’s name at school so he’s not sure. Eventually, he reports the person to YouTube admin and the user’s profile gets deactivated. He overhears someone at school the next day complaining that their YouTube account was shut down and Michael suspects that it’s the same person. Was Michael being cyber bullied by the other person? What should Michael do now?</p>
<p><b>Scenario 7:</b></p> <p>Pia and Kirsty are best friends. When Mya starts at their school, Pia and Kirsty befriend her, but Mya quickly causes tension between the girls. One day they have a huge fight and Mya takes Pia’s side. Pia and Mya both change their middle names on Facebook to “We hate Kirsty” and ostracise her at school. Is this cyber bullying? What should Kirsty do?</p>	<p><b>Scenario 8:</b></p> <p>Mitchell, Sam, Alex and Mark all play together via X-Box Live. Mitchell, Sam and Mark decide together that they’re going to gang up on Alex in the games they play together so that he won’t get as many experience points and mission bonuses as they do. Alex doesn’t realise this but is getting frustrated that the other boys are doing better than him and it upsets him. Is Alex being cyber bullied? What does he need to do from here?</p>