ANTI-BULLYING BEHAVIOUR POLICY

This document contains the policy on the prevention, detection and resolution of bullying behaviour at Perth Montessori.

BOARD APPROVAL

Version:	v2.0
Approval Date:	12 Aug 2022
Signed by Board Chair:	
Name of Board Chair:	Dr. Andrew Marsh
Next Revision Date:	Term 3, 2024

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We acknowledge the traditional custodians of the land on which our school is built, the Whadjuk People of the Noongar Nation. We pay respect to their Elders, past, present and emerging.

CONTENTS

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1. PURPOSE.

1.1. The purpose of this policy is to:

    1.1.1. Prepare our students to manage and resolve conflict in a non-aggressive and non-violent way,

    1.1.2. Reduce the incidence of bullying and intimidation within our in school,

    1.1.3. Create opportunities for students and staff to develop the skills necessary to handle these situations with the minimum of distress, and

    1.1.4. Assist the school community manage frustration and conflict in appropriate ways.

2. DEFINITIONS

2.1. **Bullying**
"Bullying is a behaviour which can be defined as the repeated attack, physical, psychological, social or verbal, which is formally or situationally defined, on those who are powerless to resist, with the intention of causing distress for their own gain or gratification."
Besag (1989)

2.2. Bullying takes many forms, but can be best categorised under the following headings:

    2.2.1. **Emotional bullying**:

        a) being excluded from group conversations and activities,

        b) making up or spreading rumours to facilitate dislike for someone,

        c) being ignored repeatedly,

        d) purposeful misleading or being lied to, and

        e) making stories up to get others into trouble.

    2.2.2. **Physical bullying**:

        a) hitting, kicking, pinching, pushing, bumping, shoving, scratching, slapping, biting, punching or tripping someone repeatedly,

        b) unwanted physical or sexual touching, and

        c) throwing objects with the intent to injure or annoy.

    2.2.3. **Threatening/Psychological bullying**:

        a) stalking, threats or implied threats,

        b) dirty looks,

        c) manipulation – pressuring others to do things they don't want to do,

d) intimidation – forcing students to do demeaning or embarrassing acts, and

e) extortion – forcing someone to give you money or material items.

2.2.4. **Verbal bullying**:

a) constant teasing in a sarcastic and offensive manner,

b) name-calling and offensive nicknames,

c) swearing to unsettle or upset others,

d) homophobic comments to cause distress, and

e) racist or sexist comments.

2.2.5. **Property Abuse**:

a) Stealing money repeatedly,

b) Interfering with someone's belongings,

c) Damaging other personal items, and

d) Repeatedly hiding someone's possessions.

2.2.6. **Cyber bullying**:

a) Spreading gossip and rumours through email, phone and internet,

b) Sending offensive text/phone and email messages,

c) Abusive phone calls, and

d) Posting personal information on internet sites without permission to cause distress and humiliate.

2.2.7. Other forms of conflict, including teasing and fighting amongst peers are not necessarily bullying. These may represent the normal dynamics of a particular friendship and children need to have the skills to deal with these situations.

2.3. **Bystander**

A bystander may be someone who sees bullying or knows about it but he/she is not directly involved in either the bullying or being bullied.

3. LEGISLATIVE REQUIREMENTS

3.1. Relevant legislation or authority:

3.1.1. [Disability Discrimination Act 1992 (Commonwealth)](#)

3.1.2. [Disability Standards for Education 2005](#)

3.1.3. [Equal Opportunity Act 1984 (WA)](#)

3.1.4. [School Education Act 1999 (WA)](#)

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3.1.5. [School Education Regulations 2000 (WA)](#)

3.1.6. [State Records Act 2000 (WA)](#)

4. SCOPE

4.1. This policy applies to all staff, teachers, and students at the School.

5. POLICY STATEMENT

5.1. At Perth Montessori, we:

5.1.1. Educate our students and staff to identify bullying and intimidating behaviour, and to speak up about it when it happens,

5.1.2. Respond to all incidents and accusations of bullying and intimidating behaviour, and try to resolve them with the participation of all parties where appropriate, and

5.1.3. Follow up all concerns expressed by children, staff or parents/carers and make sure that we feed back the results of any investigation. Sometimes what is seen as bullying is simply unacceptable behaviour that we address differently.

5.2. Bullying is an issue that all schools must be able to identify and address. Bullying is a form of abuse that can seriously affect the health, wellbeing and educational outcomes of children. This includes those being bullied, those bullying others, families and the whole school community.

5.3. Bullying is now more pervasive with new technologies such as text messaging, email and the internet. These covert psychological methods also allow the person bullying to be even further removed from the person they are bullying and the direct consequences of their actions.

5.4. Bullying can also occur in the workplace. Such bullying can occur between peers as well as between 'supervisors' and their subordinates.

5.5. National Safe Schools Framework

5.5.1. The National Safe Schools Framework (NSSF) is a federal government initiative designed to assist schools monitor their current strategies in the areas of bullying, harassment, violence, child abuse and neglect.

5.5.2. The aims of the NSSF are to assist all school communities in building safe and supportive schools where bullying, harassment and violence are minimised, and where students receive support on issues related to child abuse and neglect.

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5.5.3. The vision statement of the NSSF is that '*all Australian schools are safe and supportive environments*'. This vision is supported by eleven guiding principles and six key elements of good practice. These key elements apply to bullying and the implementation of successful practices in schools.

5.5.4. The six key elements of good practice are:

a) School values, ethos, culture, structure and student welfare,

b) Establishment of agreed policies, programmes and procedures,

c) Provision of education and training to school staff, students and parents/carers.

d) Managing incidents of abuse and victimisation,

e) Providing support for students, and

f) Working closely with parents.

5.6. All schools in Australia are required to report annually on their policies, programs and procedures in line with the six key elements listed above. The Implementation Manual for the National Safe Schools Framework is available through:

http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/NationalSafeSchoolsFramework.aspx

5.7. Why do some students bully?

5.7.1. Research from the Friendly Schools and Friendly Families program states that some students bully for the following reasons:

a) To be popular and admired,

b) Afraid of being left out,

c) Jealousy of others,

d) They enjoy the power,

e) They see it as their role (e.g.: leader),

f) It seems like fun/boredom, and

g) To maintain their self esteem.

5.7.2. The student who bullies others may not necessarily stand out as having any behavioural issues and may in fact be liked by staff and regarded as a school leader.

5.8. Indicators that a child may be being bullied

5.8.1. Parents may be the first to notice the signs that their child may be being bullied. The signs for parents often include the child not wanting to go to school, saying they are sick to avoid attending school and generally not enjoying going to school anymore. The child can often withdraw, have emotional outbursts, get upset easily, have difficulty concentrating, or complain of headaches or stomach aches. Listed below are some indicators that a child is being bullied.

a) **Emotional:**
Mood swings, sleep disturbance, eating disorders, depression,

b) **Physical:**
Psychosomatic complaints, headaches, stomach aches, negative body language, tics,

c) **Social:**
Social withdrawal, increased sibling rivalry,

d) **Behavioural:**
Outbursts of temper, problematic behaviour, and

e) **School/academic:**
Erratic/decline in school attendance, truancy, decline in work standards.

5.9. Bullying in the Workplace

5.9.1. Bullying is also an issue in the workplace where repeated inappropriate behaviour by one or more persons undermines the individual's right to dignity at work.

5.9.2. Bullying occurs in the workplace if it harms, intimidates, threatens, victimises, undermines, offends, degrades or humiliates an employee, whether alone or in front of others

6. RELATED DOCUMENTS

6.1. Relevant legislation or authority:

6.1.1. Disability Discrimination Act 1992 (Commonwealth)

6.1.2. Disability Standards for Education 2005

6.1.3. Equal Opportunity Act 1984 (WA)

6.1.4. School Education Act 1999 (WA)

6.1.5. School Education Regulations 2000 (WA)

6.1.6. State Records Act 2000 (WA)

6.2. Related School policies and procedures

6.2.1. Behaviour Management Policy and Procedures

6.2.2. Child Safe Child Friendly Policy

6.2.3. Equal Opportunity Policy

6.2.4. Inclusion and SAER Policy

6.2.5. Parent and Student Code of Conduct

6.2.6. Staff Code of Conduct

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7. REVISION HISTORY

#	Date	Owner	Change
v1.0	11/04/2005		Original Policy
	Term 2 2015	Business Manager	Reformatted, removal of procedures
V2.0	January 2023	Sally Alderton	Revision based on AISWA guidelines

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