

## 2.46 ANTI BULLYING (CHILDREN)

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### INTRODUCTION

Young children are still learning how to get along with each other, share and understand their feelings, and educators are ideally placed to provide guidance to help them develop healthy and respectful relationships.

As young children enter early childhood settings, they bring with them a history of experiences with family, media, and other children. These experiences prepare children to be more or less likely to engage in bullying-related behaviour.

### Definition of bullying behaviour

Bullying behaviour has three key features;

- 1) It involves the intentional misuse of power in a relationship
- 2) It is ongoing and repeated
- 3) it involves behaviours that can cause harm

Bullying behaviour can involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability or sexual orientation. To bully is to use intimidating and/or inappropriate behaviour, or to persistently subject a person to unwanted attention. It includes behaviour that is unsolicited, unwelcome, uninvited and unreciprocated, which may cause offence or distress to a person.

### Forms of Bullying

**Physical Bullying** – when a person or group of people use physical actions to bully such as repeated and intentional hitting, poking, tripping or pushing.

**Verbal Bullying** – Using negative words repeatedly and intentionally to upset someone. This could include name calling, insults, racist remarks etc.

**Social Bullying** – This may include lying, spreading rumours, playing nasty jokes, repeatedly mimicking someone and deliberately excluding someone.

**Psychological Bullying** – When someone repeatedly or intentionally uses words or actions which cause psychological harm. Examples include intimidation, manipulation and stalking.

**Cyber Bullying** – When someone uses technology to bully. This can happen in chat rooms, through social networking sites, emails or mobile phones.

**Sexual Bullying** – This might include unwanted sexual inferences.

**Bullying based on prejudice** – this may include discrimination of any kind based on racial, religious or sexual orientation.

At Lindfield Montessori, we reject all forms of bullying behaviour.

- Lindfield Montessori seeks to provide a safe, inclusive, and respectful learning community that promote children's wellbeing.
- The teachers support children to be inclusive and respect other children, their teachers, other school staff, and community members, and to not engage in behaviours that bully, harass, intimidate, or discriminate against anyone in our school.

## STRATEGIES

Lindfield Montessori School provides age-appropriate education for children with a focus on prevention using resources from the 'Bullying, No way' program for children aged 3 years to 8 years of age. We also teach social and emotional learning through our Grace and Courtesy lessons, the 'Grow your Mind' and 'BeYou' program.

Lindfield Montessori school acknowledges that preventing and responding to bullying is the shared responsibility of all school staff, volunteers, and contracted staff employed by schools, and students, parents and carers.

Teachers and other school staff are provided with support and professional development to discourage, prevent, identify and respond to student bullying behaviour.

Reports of student bullying can be made to any staff member at Lindfield Montessori school by children or parents and carers. The school will treat all matters seriously and address the reported bullying in a timely manner. If a parent or carer believes that a matter is not being dealt with effectively, they can refer the matter to the school's principal or the Lindfield Montessori Society president for resolution.

## ACTION

For matters where Bullying Is identified with children, the Educator may:

- ask to speak with an individual child or group
- counsel the bully about their behaviour and its impact
- counsel the target providing guidance and strategies to deal with bullying behaviours targeted towards them (perceived or otherwise)
- conduct 'circle time' and other classroom activities to address the bullying behaviour
- provide mediation with both bully and the target
- provide counselling/support/guidance for those involved

Children can expect to:

- be treated with dignity
- know that their concerns will be taken seriously and handled in a sensitive manner
- be provided with appropriate support for both the target and the bully
- know that severe cases of bullying will have consequences

## CONSEQUENCES OF BULLYING

Following counselling, Mediation, support and other methods, if bullying continues, the following actions may be necessary.

1. Again, questioning the child about their behaviour and their understanding of the fact that it is considered to be bullying.
2. Explaining why the behaviour is inappropriate
3. Final warning that the bullying is not acceptable and should cease immediately.
4. In rare cases (for extremely serious cases, which is unlikely at Lindfield Montessori), it may be appropriate to:
  - a. contact the parents
  - b. suspend the child from play time, or from school
  - c. Terminate the child's enrolment

## RESPONSIBILITIES

### Teachers

- support the school in maintaining a safe, inclusive and supportive learning environment
- model and promote appropriate relationships and behaviours
- promote a school culture where bullying is not acceptable
- teach students to identify, report and respond to bullying at school and online
- manage reports of bullying and escalate matters to the principal (or delegate) when necessary.
- Engage in professional development to learn about bullying and best practice ways to prevent and manage bullying.

### Non-teaching staff

- refer any report of bullying to a teacher or school executive staff

### Principal (or their delegate)

- complete and implement an anti-bullying plan
- maintain a positive school climate that includes respectful relationships
- identify patterns of bullying behaviour and initiate school action to respond
- manage complaints about bullying in accordance with the complaints handling policy
- review the anti-bullying plan annually

### Lindfield Montessori Society Committee

- manage complaints about how a school has responded to a report of bullying in accordance with the complaints handling policy
- where required, assist the school to implement the anti-bullying plan, to best meet the needs of the school community

<b>Relevant Legislation</b>	Education and Care Services National Regulations 2011. Reg. 77 - Health, hygiene and safe practices, 78 - Food and beverages Children (Education and Care Services National Law Application) Act 2010
<b>Related to NQS QA</b>	2.2
<b>Related Policies</b>	Student Discipline (5.1) Behaviour Management (5.2) Appropriate Behaviour (5.3)
<b>Sources &amp; Further Reading</b>	Department of Education Community Early Learning Australia (CELA) Bullying. No Way! Program

<b>POLICY CREATED</b>	<b>MODIFICATIONS</b>	<b>NEXT REVIEW DATE</b>
May 2022	Creation of Policy	2023
May 2023	Minor modifications as part of annual review	2024

## LINDFIELD MONTESSORI SCHOOL ANTI-BULLYING PLAN

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm.

### **Resources**

Bullying, No Way! provides resources and information for early childhood centres, schools, parents/carers, and students. Lindfield Montessori supports whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour. Lindfield Montessori rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes children's wellbeing. All staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

### **School culture and inclusion**

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted. School staff will actively respond to student bullying behaviour.

### OUR SCHOOL ENGAGES IN THE FOLLOWING PRACTICES TO PROMOTE A POSITIVE SCHOOL CULTURE.

#### **Staff communication and professional learning**

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

#### **New and casual staff**

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour.

#### **Partnerships with families and community**

Lindfield Montessori School has high levels of parental and community involvement. This involvement is strongly related to improved children's behaviour and learning. Our school proactively builds collaborative relationships with families to create a shared understanding of how to support student learning, safety and wellbeing.

### **Communication with parents**

Lindfield Montessori School will provide information to parents to help promote a positive school culture where bullying is not accepted, and to increase parent's understanding of how our school addresses all forms of bullying behaviour. We have fact sheets that define bullying and another that addresses signs that bullying may be happening to a child. These documents are available to parents on our school website in the parent login area.

### **Support for wellbeing and positive behaviours**

Lindfield Montessori School's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviour are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE) in the kindergarten year. For the younger preschool children, social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are part of our Grace and Courtesy lessons and incorporated into our morning gathering program throughout the year.

Completed by: Marina Ridley

Position: Principal

Signature: \_\_\_\_\_

Date: 05.05.2023