Could My Child Be Bullying Others?
It is particularly difficult for adults to recognize bullying perpetrated by students who are socially skilled and well-behaved in class. Bullying can sometimes be hard to see and hard to believe. A child who bullies may exhibit some of the following behaviours:

- Frequent name-calling,
- Regular bragging
- A constant need to get his or her own way
- Spending time with younger or less powerful kids
- A lack of empathy for others
- A defiant or hostile attitude

Is My Child Be Bullied By Others?
A child that is being bullied might:

- have unexplained cuts and bruises
- have equipment or personal items hidden, damaged, stolen or destroyed
- complain of feeling sick
- wet the bed, bite nails, have poor sleep patterns and bad dreams
- exhibit unusual emotional outbursts
- withdraw from friends or family
- appear anxious, insecure, sad, teary
- have low self esteem
- display an unwillingness to go to school
- sit alone or play alone in the playground
- change friendship groups frequently
- show deterioration in school work and/or avoid participating.

Don’t be a bystander!
Most bullying takes place when bystanders are present. Most students recognise bullying but avoid intervening in case they become the target of the bully. Teach your child the following action plan so that they know what to do if they observe or experience bullying behaviours. Be sure they use the stop hand signal with their hand to the side and do not thrust their hand in the face of the offending person.

Stop! Walk! Talk!
1. “STOP!” Use a clear hand sign and say in a strong voice “Stop, that’s bullying. I don’t like it”. If the bullying continues then
2. “WALK” away without saying anything. Take 3 deep breaths to calm down and go to your safe place.
3. “TALK” to an older student, teacher, parent or trusted adult.
http://www.youtube.com/watch?v=8Dl6mqEyq8U (video clip suited for senior students)

Parents/carers can help by

- asking your child if they used the “Stop, Walk, Talk” strategy
- reinforcing school expectations
- acting as a positive role models in words and actions
- listening to your child
- being observant of signs of distress or suspected incidents of bullying
- encouraging your child to recognize, refuse, and report bullying

Newtown North Public School
Fair Discipline and Anti Bullying Policy Summary

To grow to help

Our shared vision and values
The teachers, staff, students and families of North Newtown Public School work together to provide a creative and supportive learning environment, offering a rich and balanced education. Our aim is for each student to work towards achieving their potential and to inspire within them a life-long love of learning, and the courage to explore the world with integrity, compassion and respect. The core values that guide us in our actions, behaviours and activities are:

Love of learning ~ Creativity and achievement ~ Fairness and respect
~Friendship and fun ~ Inclusiveness and community

Our mission—the 5Rs
To provide a positive, supportive, inclusive school climate that supports all students by

- Building on our core values of RESPECT and RESPONSIBILITY.
- Building positive RELATIONSHIPS for all members of our school community.
- Building RESILIENCY through increasing positive connection and developing key cognitive skills that lead to a sense of success, well-being and belonging.
- RESPONDING effectively to negative peer actions
Bullying can take many forms, including:

Misunderstandings and arguments are pretty common in the playground. Kids are still developing social skills and learning how to communicate with others. Not every incident or disagreement that upsets a student can be defined as bullying – sometimes it’s a one-off problem or a genuine misunderstanding. Bullying is different.

**Bullying is repeated verbal, physical or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.**

- **Verbal:** name calling, put downs, threats, teasing in an unkind way, ridicule, is singled out for unfair treatment
- **Physical:** hitting, punching, kicking, scratching, tripping, spitting, is picked on
- **Social:** ignoring, excluding, ostracising, alienating, sent hurtful notes, emails, text messages or voice mails
- **Psychological:** spreading rumours, stalking, dirty looks, hiding or damaging possessions. Sexual harassment is also a form of bullying.

**Using a common language to set high expectations**

We believe that rules are more effective when they are clearly linked to shared values and developed with students. Our school community believes that all students have the rights, respect and responsibilities. Our school community believes that all students have the

- **right to learn,**
- **right to be safe,**
- **right to be treated with dignity and respect,** and the
- **responsibility to uphold and respect the rights of others.**

**Using a common process to build, maintain and restore relationships**

Restorative Practice is used as common process for resolving all bullying issues, taking into account the safety and well-being of the victim first. Restorative Practice aims to:

- prevent escalation of issues and resolve conflict
- offer a sound practice framework that fosters healthy relationships and stronger school communities by focusing on harm and relationships, as opposed to blame and punishment.
- develop a common language and practice for teachers, students and parents
- introduce students to the idea that being restorative is about understanding what has happened, who has been hurt and what is needed to make things right
- support victims, bullies and bystanders

**Learning from mistakes**

Schools are places of learning. It is important that students understand that making mistakes is part of the learning process.

If your child is involved in a bullying issue or incident at school your child may bring home a reflection sheet. The reflection sheet is designed to involve parents/carers in the learning process. Please note, the sheet is not a writing exercise. Parents/carers may act as scribe.

The sheet uses a series of questions that ask students to

1. **Think about the PAST.** What happened and what they were thinking and feeling at the time. This step builds responsibility.
2. **Think about the PRESENT.** Who has been hurt or harmed? How has this impacted on others? How do they feel? This step builds empathy.
3. **Think about the FUTURE.** What should happen to make things right? What should the consequences be? Saying ‘sorry’ isn’t always enough. This builds responsibility. What will you do next time? This step builds respect and helps to restore relationships.

**Our rules**

<table>
<thead>
<tr>
<th>How can you show that you are a safe, respectful and successful learner?</th>
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<tbody>
<tr>
<td><strong>Be a safe learner</strong></td>
</tr>
<tr>
<td>- Keep your hands and feet to yourself</td>
</tr>
<tr>
<td>- Be in the right place at the right time</td>
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<tr>
<td><strong>Be a respectful learner</strong></td>
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<td>- Listen to the teacher and follow the teacher’s instructions.</td>
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<tr>
<td>- Learn without disturbing others.</td>
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<tr>
<td><strong>Be a successful learner</strong></td>
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<td>Use the “You Can Do It” success keys to show you can be</td>
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<tr>
<td>- organised</td>
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<td>- resilient</td>
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<td>- persistent</td>
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<td>- confident and</td>
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<td>- get along with others</td>
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