Roles and Responsibilities

Students—You can control what happens by:
# following the action plan and bystanders code
# not retaliating with physical or verbal bullying
# telling a staff member

Parents—You can control what happens by:
# watching for signs of distress in your child
# listening to your child
# giving assurance and support
# advising your child to tell a staff member
# informing your child’s teacher

Staff—you can support by:
# being a role model in words and actions
# ensuring students are listened to
# being observant of signs of distress
# encouraging students to ask for help
# report bullying to the Welfare Team

Bystanders Code

- Don’t join in.
- Don’t smile to show you agree with the bully’s behaviour.
- Tell others you don’t like bullying behaviour.
- Tell a teacher.
- Go with the target to tell the teacher.
- Show you care for the target by standing near him or her.
- Ask the bullied student to join your game.
- Ask the student if he or she feels okay.
- Distract the student who is bullying.

FEELING SAFE
At
OURIMBAH PUBLIC SCHOOL
Our Teasing and Bullying Policy
Our School Community
is committed to providing a safe and secure environment
promoting personal growth and excellence by developing confidence and self esteem.
**Feeling Safe**

**Definition**

Bullying behaviours are about an imbalance of power, where there is deliberate intent to cause harm and distress. These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those looking on.

(Peer Support Foundation 1998)

**Examples of bullying are:**
- name calling
- threatening behaviour
- put downs
- teasing in an unkind way
- ridiculing
- property that is hidden, damaged, stolen or destroyed
- physical abuse
- graffiti written about him/her
- being left out
- being sent hurtful notes
- having rumours spread about him/her
- being stalked or given dirty looks
- electronic bullying

**Reporting Bullying**

**Students**

**TELL**- A staff member, SRC member, a friend, parents. DON’T keep it a secret.

**AVOID**- The bully, go to a safe place.

**BE**- with other people.

**Parents**

**TELL**- a teacher– phone/letter/email/visit.

**Teacher**

**Refer**- all incidents to the welfare committee or Learning Support Team.

Counselling (involving the bully and the target)

**Target should:**
- use the words e.g. “Please don’t do that. I don’t like it.”
- Report it to the duty teacher and class teacher.
- Stage Leaders to follow up and monitor bullying.
- Incidents. Parents informed on second incidence of bullying.

**Feeling Valued**

**Possible Signs and Symptoms of Being Bullied**

*There is no particular pattern. A victim may:*

- Have unexplained cuts and bruises.
- Have personal belongings stolen or damaged.
- Complain of headaches, aches, sickness.
- Poor sleep, bad dreams, bites nails.
- Exhibit unusual emotional outbursts.
- Withdraw from friends/family.
- Have low self esteem.
- Unwillingness to go to school.
- Change friendship groups frequently.
- Want extra money without giving an answer.
- Show deterioration in school work or avoid participation.
- Appears anxious, insecure, sad.

**DOB!**

**DON’T OBEY A BULLY**