

BULLYING PREVENTION

Bullying is defined as: *"The unnecessary exertion of force (physical, verbal or emotional) over another person"*

Bullying occurs when someone (group or individual) wants to hurt (physically or emotionally) or put another under pressure. It involves an intention to harm, humiliate or disempower.

Bullying can take many forms such as physical attacks, spreading of rumours, name calling and practical jokes.

It is a repeated behaviour.

These are 4 typical identified negative forms of behaviour. **Only the first is bullying.**

Bullying or Harassment - Key features

A pattern of aggression which is directed towards one student or group of students on a regular and predictable basis. The intention is to harm or distress the targeted student. There is a relative imbalance of power in that the student selected for regular harassment is less powerful in some way at the time. Only the targeted student is seeking a solution.

Conflict - Key features

A disagreement between students eg a falling out between former friends. Characterised by relative equality of power and a mutual distress. Both parties are seeking a solution to the problem.

Aggression - Key features

Action taken by one or more individuals which is intended to harm or distress another student. The targets of the aggression are usually random and there is no pattern. The aggressor often claims to have been provoked by the behaviour of the target.

Isolation/Rejection - Key features

Social exclusion which is not characterised by intent to distress, but by a preference for not playing with or being with another student. Occurs either because of a negative perception of that student or a strong bonding between students in a group which discourages new members.

Based on *"Getting Rid of Bullying: What Works?"*
by Dr Helen McGrath

STRATEGIES FOR DEALING WITH BULLYING AND OTHER FORMS OF NEGATIVE BEHAVIOUR

- In-class social skill programs
- Restorative Justice Counselling
- Referral to Admin
- Individual behaviour management plans
- Parent meetings
- Chaplain & chaplaincy programs



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Behaviour Management Procedures

Our purpose is to create a safe, supportive learning environment. The PBS team will develop a common, shared language of expected behaviour that is explicitly taught and monitored to create a positive, respectful culture.

Mundaring Primary is in the process of introducing WA Positive Behaviour Support (WAPBS).

This program is based on the belief that behaviour expectations are teachable skills and given the right support staff can support students in developing good behavioural traits.

The program provides schools with:

- A continuum of support to build relationships with students.
- A decision-making framework to help guide the implementation of evidence-based practices to improve student academic, behaviour and social and emotional learning outcomes.
- Explicit teaching strategies to support students in the attainment of acceptable behaviour.



The Behavioural Expectations Matrix is based on three premises; we are respectful, we are responsible, and we achieve excellence in both the classroom and playground.

	Respectful	Responsible	Excellence
Across all areas	We <ul style="list-style-type: none"> • keep our hands, feet, and objects to ourselves • Use kind words and actions with others • Use our manners e.g. please and thank you • Line up quietly and sensibly 	We <ul style="list-style-type: none"> • Consider the safety of ourselves and others. • Are punctual • Are organised 	We <ul style="list-style-type: none"> • Participate in all activities to the best of our abilities • Keep our school environment clean and tidy • Celebrate the achievements of others e.g. clapping at assemblies
In the classroom	We <ul style="list-style-type: none"> • Raise our hands and wait to speak • Allow others to learn • Use equipment as intended 	We <ul style="list-style-type: none"> • Walk in classrooms and indoor areas • Use appropriate voice routine • Have equipment organised ready to start a lesson 	We <ul style="list-style-type: none"> • Are engaged in our learning • Keep working when things are challenging
In outdoor areas	We <ul style="list-style-type: none"> • Play cooperatively with others • Walk around garden beds and use paths 	We <ul style="list-style-type: none"> • Wear our wide-brimmed hats • Walk on hard surfaces • Only play on the equipment designated for our year level • Sit quietly in the undercover area if arriving before 8:40 a.m. 	We <ul style="list-style-type: none"> • Consistently demonstrate positive sportsmanship and cooperative play

POSITIVE INCENTIVES

PBS Faction Tokens – Students earn Faction Tokens for demonstrating appropriate behaviour. Whole of Faction incentives are given for every 2000 tokens earned per faction. Total to be announced at PBS assemblies.

Magic 3 Tickets - Students Individual Tickets for demonstrating specific behavioural skills. The tickets replace the Buz Awards with one ticket per Teaching Block being drawn at assembly for recognition and a small incentive.

Class based acknowledgments – These are unchanged and include plenty of praise, whole class, and individual incentive systems eg sticker charts, acknowledgement by Admin of good work or good behaviour etc.

PBS Rangers

Students from Years 2 to 6 nominated to represent their year level, with two students from each of those years being selected to participate as a PBS Ranger. These 10 students will assist the implementation of this program by counting and recording tokens, selecting whole of Faction incentives, and other tasks.