

Anti-Bullying and PBL



The national definition of bullying for Australian schools says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence

However, these conflicts still need to be addressed and resolved.

PBL Bully Prevention Response – “Pialba High Five Strategies”



High 5 Strategies



PBL Bully Prevention Response



There are consistent approaches at Pinalba State School in preventing and responding to bullying. Please consider the steps below:

DEVELOPING A PBL SOCIAL CULTURE – Better Behaviour, Better Learning

- Teach school-wide expectations e.g. be respectful, be responsible, be safe
- Acknowledge appropriate behaviour
- Establish clear consequences for problem behaviour – Follow Flowcharts
- PBL team use data systems for monitoring effects and making decisions and sharing this data with staff.

TEACH SOCIAL RESPONSIBILITY

- Teach school-wide expectations first e.g. be respectful, be responsible, be safe
- Focus on “non-classroom” settings e.g. oval, canteen, playground, hallway, bus area (See Pinalba State School’s Universal School-Wide Term Timetable for PBL lessons)

TEACH A SCHOOL-WIDE 'Stop Signal'

At Pinalba State School, students have been instructed to use the Phrase “Stop it, I don’t like it” or in the Upper year levels they may interchange this statement with the word “stop.” and you a hand signal with palm facing person.

TEACH STRATEGIES – bully prevention – (High 5 Strategies)

- Most socially initiated problem behaviour is maintained by peer attention.
- Victim behaviour inadvertently maintains taunting, teasing, intimidating and harassing behaviour.
- Establish a social reward for victim ‘walking away” (**Do not reward problem behaviour.**)
- The adult should always ask: - “Did you say “stop”?” - “Did you walk away”?” (E.g. Did you follow the High 5 Strategy)

FOCUS ON THE ROLES OF ALL STAFF

- **STAFF Member who the student reports to; deals with the behaviour problem reported and follows through.** It is not OK to send the student away without ensuring that the situation has been dealt with and the student is safe.
- Teachers need to discuss with their class the **Pinalba Reporting routine:** - e.g. A student comes to a staff member and reports that someone else was not respectful, ask: - “Did you say stop?” - “Did you walk away?” • Talking to the student who was disrespectful, ask: - “Did he/she say stop?” - “What did you do?” - “Show me doing it the right way”

SUPPORT AT PIALBA FOR INDIVIDUAL STUDENTS

- Support for students who are aggressive: - Individual assessment - Family support – Teaching of appropriate social skills - Isolate from deviant peer group
- Apply a problem solving approach e.g. Restorative Practices Conversations (Peter and Lizzy trained)
- Support for students who are frequent ‘victims' - Redefine roles - Re-teach respectful behaviour - Teach social skills (YCDI and Reboot – How are students feeling)