

# Clifton Hill Primary School

## Student Wellbeing Handbook:

A guide to preventing and addressing bullying in our school community

### From the Principal

Clifton Hill Primary School (CHPS) acknowledges that bullying is likely to occur within our school on occasions. Acknowledging the likelihood that bullying will occur at times does not make it acceptable in our school. This acknowledgement is central to our approach, meaning that we provide a framework and a range of specific interventions to prevent and respond to bullying.

This handbook provides detailed strategies to assist all members of the school community to prevent and respond to bullying. It demonstrates that our approach is strategic, comprehensive and embedded. Student wellbeing is the core ethos of our teaching strategy. Our policies and their implementation are reflective of a whole-school approach where there is consistency between the understandings of staff, students, parents and the school's leadership team about student wellbeing.

We recognise that any person at CHPS (student, parents, staff members or any other member of the school community) may bully and/or be affected by bullying behaviours. Any instance of bullying in our school community is unacceptable. Any situation where a member of our school community feels unsafe at school due to bullying or any form of unacceptable behaviour such as harassment, discrimination or a threat or act of violence is not tolerated at CHPS. Any instances of adults being involved in bullying will immediately be referred to and be handled by the school Principal.

Creating and maintaining a respectful, safe and inclusive environment is a priority for our school. We expect that every student will thrive, learn and grow to enjoy a productive, rewarding and fulfilling life, while contributing to their local and global communities. A respectful and safe learning environment is an essential characteristic of our school, a place that is engaging and inclusive of a diverse range of learners.

**Megan Smith**  
**September 2017**

This guide should be read in conjunction with the CHPS Student Engagement and Inclusion Policy, the CHPS Cybersafety Policy and the CHPS Child Safe Policy which can be located on the CHPS website. This guide is organised under the following headings:

- 1) **Our Values**
- 2) **What is bullying?**
- 3) **What is NOT bullying**
- 4) **What underpins our approach to bullying?**
- 5) **Prevention of bullying**
- 6) **Staff Development and Support**
- 7) **Student Connectedness**
- 8) **Responding to Bullying**
- 9) **Cyber bullying**
- 10) **Homophobic Bullying**
- 11) **What can parents do?**
- 12) **Resources**
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## 1) Our Values

At Clifton Hill Primary School the following values underpin all that we do:

1. **Kindness and empathy**
2. **Gratitude**
3. **Inclusiveness**
4. **Creative and critical thinking**

## 2) What is bullying?

Bullying is when someone (or a group of people\*) with more power than you intentionally uses negative words and/or actions against you, which causes you distress and risks your wellbeing. These behaviours are typically repeated. Bullying can be very harmful and it should not be part of anyone's growing up. Bullying can take a number of different forms:

### 1. **Direct Physical bullying**

When a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping, pushing or repeatedly and intentionally damaging someone's belongings.

### 2. **Direct Verbal bullying**

Using negative words, repeatedly and intentionally to upset someone, is also a form of bullying. This includes name-calling, insults, homophobic or racist remarks and verbal abuse.

### 3. **Indirect or Social bullying**

Lying, spreading rumours, playing a nasty joke, repeatedly mimicking someone, deliberately excluding someone, and coercing someone else to act as a bully.

### 4. **Cyber bullying**

The use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others (Belsey, 2004).

\* Distressing acts, when committed by more than one person (even when not collectively coordinated or premeditated) against an individual or a group are classified as group bullying.

## 3) What is not bullying?

Other forms of hurtful behaviour are often mistaken for bullying. Upsetting and harmful things happen, but not all of them are bullying.

### **Mutual arguments and disagreements**

Mutual arguments or disagreements are upsetting, but usually everyone involved wants to solve the problem. A mutual argument or disagreement is not bullying.

### **Not liking someone**

Unless you deliberately and repeatedly try to cause someone distress, exclude them or encourage others to dislike them, not liking someone is not bullying.

### **Random or one-off events**

Acts of meanness, spite, conflict, rejection, exclusion, physical harm and emotional aggression hurt people and can cause great distress, but are not automatically classified as bullying. Bullying involves deliberately causing this distress. These acts are typically repeated before being classified as bullying.

The definitions of bullying presented above have been developed and are predominantly informed by The National Centre Against Bullying (NCAB, 2011a; NCAB, 2011b and NCAB, 2011c).

## 4) What underpins our approach to bullying?

### **Effective Whole-School Behaviour Management**

Our school has an effective whole-school behaviour management system, as outlined in our Student Engagement and Inclusion Policy. This policy aims to develop a culture:

- That is firm about unacceptable behaviour and provides incentives for acceptable behaviour
- With high levels of staff satisfaction and morale. With a low rate of staff turnover we develop more consistency and connectedness
- Where teachers are supported by a fair behaviour management system
- Where teachers are prepared to trial, and where appropriate, implement new wellbeing and anti-bullying initiatives and
- Where teachers have adequate time available to undertake personal and social learning activities with their students.

### **School Pride, High Expectations and Enjoyment**

CHPS has a strong sense of school pride, amongst teachers, students and the wider school community. We set very high expectations for teachers and students. We have a strong commitment to fostering student interests and engagement in a variety of ways. Students speak enthusiastically about their enjoyment of school.

### **School commitment to collection of up-to-date support and information**

CHPS acknowledges that in many forums our school is seen as a leader in the Government Primary School Sector. We are committed to maintaining up-to-date understanding of legislation, research, data, and we follow all Department of Education guidelines such as the Bully Stoppers program.

## 5) Prevention of bullying

Bullying prevention at CHPS involves a range of practices and approaches, including social emotional learning, staff development and collaboration and fostering student connectedness through leadership and multi-age opportunities.

### **Social-Emotional Learning**

All class teachers focus on social-emotional learning through explicit teaching (planned and implemented as the focus of a lesson), and respond to student behavioural needs and issues as they arise. Social-emotional learning may cover (but is not limited to) the following topics:

- Making friends
- Being friends
- Taking turns
- Sharing
- Listening to our friends and classmates
- Being assertive
- Cooperating
- Compromising
- Handling anger
- Resolving conflict
- Building Empathy

At the beginning of every school year all teachers discuss rights and responsibilities with their class and establish agreed behavioural expectations. All teachers address bullying issues as they arise. Teachers handle student complaints seriously and with sensitivity. Teachers may choose to lead a whole-class discussion on the issue of bullying.

### **Kids Matter**

Kids matter is a resource used at our school to assist in the prevention of social and emotional learning issues, mental illness and bullying.

### **Resilience Project**

Staff, parents and students at CHPS have worked with the Resilience Project and we prioritise the development of empathy, mindfulness and gratitude as important factors in the development of resilience. Classroom teachers regularly use activities which help to foster these traits, such as yoga, mindfulness activities and circle time.

## **6) Staff Development and Support**

### **Mentoring of new school staff**

To provide an adequate introduction to our school and its culture and policies all new staff members at CHPS are mentored by an experienced employee with expertise in their area. This includes all new classroom and specialist teaching staff (not only graduate teachers) as well as integration aides and other employees.

Providing a supportive learning environment for all new members of staff is a vital component in our school's broader approach to wellbeing. This mentoring provides an ideal environment for staff members to discuss behaviour management strategies and promotes consistency and collaboration across the school in our approach to preventing and responding to bullying.

### **Strong Staff Collaboration**

Evidence suggests that strong staff collaboration is a protective factor in increasing safety at school. At CHPS teachers work collaboratively to support each other, to develop and implement curriculum, policies and practices that promote effective teaching and learning as well as student and staff wellbeing.

### **Monitoring bullying**

At CHPS bullying incidents are recorded and this data is used to inform our approach. Teachers are proactive in recording social-emotional concerns, which highlight:

- Issues specific to the needs of the grade
- Recurring issues (specifically those occurring in the schoolyard)
- Social isolation (due to social exclusion, personal preference or a lack of social skills)
- Social conflict
- Suspected bullying
- Violence/anger management issues
- Combinations of friends that cause problems
- Consequences of behaviour

## **7) Student Connectedness**

### **Student Leadership and Ownership**

Student leadership and ownership of decision-making processes is another important protective factor in improving student safety and wellbeing at school. We value and involve students in decision-making processes in our school. Important decisions about changes to discipline policies and reviews of policies such as the Student Engagement policy involve student consultation and input.

### **Junior School Council (JSC)**

Junior School Council involves elected student representatives from grades Two to Six who meet fortnightly to discuss a range of school issues. It provides opportunities for students to work collaboratively with cross-age peers. It also provides a formal structure for all students' voices to be

heard and valued within our school and an important forum for the development of student leadership skills.

### **Peer Activity Leaders (PAL)**

PAL is a program that works to promote physical activity, school connectedness and social competency in junior students and leadership skills, responsibility and community awareness in senior students. Grade Six students are trained to take on the role of Peer Activity Leaders. These students plan and run lunchtime games and activities for younger students.

A key aspect of the program is increasing participation among those who may be isolated at school or not normally involved in physical activity. This is achieved through the targeting of specific participants, the skills of the young leaders and the games and activities chosen. OzChild (2011) identifies many benefits from PAL.

Many schools report a range of changes after implementing PAL:

- Increased physical activity of students
- Reduced bullying and suspensions
- Increased peer relationships, a safer school environment and positive changes in school culture
- Increased participation by young people previously excluded
- Increased motivation and involvement by senior students in the school.

For student leaders PAL provides opportunities to develop:

- Leadership skills such as communication, decision making, organisation, managing groups and peer support
- Social skills including planning, initiative, cooperation, self-esteem, confidence, relationship building, teamwork and peer support and skills to increase the participation of younger students
- Satisfaction through assisting younger students.

For student participants PAL provides opportunities to develop:

- Increased participation in physical activity and increased fitness and skills
- Skills through modeling behaviour from senior students
- Increased confidence, resilience and a sense of teamwork
- Increased interaction with older school students
- Their relationships with peers.

All students in Prep, Grade One and Grade Two are invited to participate in PAL. Teachers in consultation with parents may recommend this program for particular students. This program operates at lunchtime, with students supervised by a teacher and Peer Activity Leaders.

### **Other cross-age and multi-age activities**

Cross-age and multi-age interaction is an effective method to promote positive student to student relationships. The provision of a wide range of extracurricular activities has several other positive effects:

- Students involved in productions, clubs and teams get to work and form relationships with a wide range of same-age and cross-age peers. This changes the culture of the school and can reduce the likelihood of younger students being bullied by older students.
- Many extracurricular activities are offered outside school hours (e.g. choir, music groups, chess club, code club, lego club, running club) providing a range of stimulating activities that can support students who may be experiencing difficulties in the playground.

**The following initiatives are offered to students at CHPS. Such activities may vary from year to year:**

## **Buddying**

Our school has run a buddying program for many years. Buddy systems can help to promote friendship and support between older and younger peers through regular collaboration between their classes, which fosters a sense of whole-school community. The key characteristic of our buddy system is the participation of older students in positive, supportive, structured and facilitated one-on-one relationships with younger students.

## **Choir**

The school choir practise one lunchtime a week throughout the school year. Choir is open to all interested students from grades Two - Six. The school choir attends and performs at community and other events (e.g. nursing homes) and performs at school assemblies and the school's annual fete. The choir is also an integral component of all school performances and productions.

## **Music Ensembles and Bands**

The school offers interested students from grades Two - Six who play a musical instrument the opportunity to join a music ensemble. These ensembles often rehearse during lunch times. Our music ensembles and bands perform at community and other events (e.g. nursing homes) and perform at school assemblies and the school's annual fete. The music ensembles are also an integral component of all school performances and productions.

## **Chess Club**

Chess Club operates at lunch times once each week. This is a paid activity that is heavily subscribed, with places in the program filling quickly each term.

## **Code Club and Lego Club**

These clubs operate at lunch times and are run by staff members.

## **Aerobics**

Grades Five and Six students are able to be involved in aerobics. This sport develops fitness and core muscle strength and allows students to be involved for fun but to also compete in the Annual Aeroschools Championships.

Teachers are alert to other possible activities for students that may assist in the development of social skills and the prevention of bullying as new clubs or activities arise over time. Students are also encouraged and supported by staff when they would like to lead a special interest group. In recent years these have included activities such as Student Newspaper and Drama Club.

# **8) Responding to bullying**

## **Being informed before responding**

Prior to taking any action to intervene in response to bullying, classroom teachers aim to become informed about the nature of these behaviours. This may include:

- Meeting (individually or in groups) with suspected bullies, students who may have witnessed bullying behaviours and students who have been bullied
- Anonymously surveying their class about bullying (an anonymous survey may include information about: locations where students are bullied, students who bully, students who are bullied, frequency of bullying, duration of bullying, etc.)

Where teachers suspect bullying is taking place amongst their students, intervention rarely takes place without consultation and collaboration with colleagues. A classroom teacher is most likely to discuss bullying with some (or all) of the following colleagues prior to (and during) any intervention:

- Colleagues teaching in the same year-level
- An integration aide working within their class
- Their section leader

- Assistant Principal or Principal
- A mentor or other respected colleague
- A member of the school's leadership team
- Specialist teachers

CHPS utilises a range of different approaches, depending upon the context of the bullying situation. These approaches are:

### **The Traditional Disciplinary Approach**

This approach is reliant on establishing the culpability of suspected bullies and then administering appropriate and effective sanctions as a punishment and a deterrent.

Whilst this approach may have limited success in changing behaviours, it is considered appropriate for our school on some occasions. When dealing with severe behaviours (for example violent or illegal acts), it is appropriate for sanctions to be imposed. When dealing with students in the early years of schooling (for whom the other approaches may not be appropriate) clear sanctions that reinforce the need for more desirable behaviours may be most effective. Finally, when dealing with very minor incidents, a short, sharp sanction may be all that is needed to stop or reduce specific behaviours.

### **Strengthening the Victim**

This approach involves training the person who has been bullied to act assertively in all interactions with their peers. This approach is almost always one of the responses considered appropriate at CHPS.

### **The Support Group Method**

This approach seeks to develop empathy from those who have been involved in bullying. A meeting is held with all students involved in the bullying behaviour and other students with the aim of improving the situation.

### **The Method of Shared Concern**

This approach aims to resolve a problem by involving all participants – first as individuals and then as group members – to work towards a shared solution.

The above approaches have been used successfully at CHPS. These approaches have been successful in helping to resolve or improve bullying situations with students from Grade One to Grade Six. These approaches are non-punitive in nature, they seek to develop empathy and to involve participants in actively solving the problem, rather than seeking blame and punishment.

### **A measured response**

At times where our response has not produced a change in bullying behaviours, it is appropriate to escalate this situation to more senior members of staff and to insist upon the involvement of parents. This approach is often non-punitive in nature, but allows for a graduated, measured response when previous interventions have not produced a safe school environment. Our school's Student Engagement Policy outlines steps involved in responding to bullying.

## 9) Cyber Bullying

### **Definition:**

The definitions of cyber bullying vary among researchers but usually include four component parts; malicious intention, aggression, repetitiveness and a power imbalance. Belsey (2004) defined cyber bullying as “the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.” Similarly, Smith et al. (2008) defined cyber bullying as an aggressive intentional act carried out by an individual or group, using electronic media repeatedly over time. The definition was extended to include a victim who was not able to easily defend themselves.

### **Common examples of cyber bullying:**

Among primary aged children cyber bullying may take the form of excluding another child from an online game. Children may ignore someone in a game or deny them access to play a game in which mutual friends are involved. It is also common that children divulge their passwords to their close friends. In some instances, particularly if the friendship breaks down, the friend may enter their online accounts and impersonate them (masquerading). The friend may also send inappropriate messages to other friends from the hacked account. Other forms of cyber bullying typical in a primary school setting include sending unkind or threatening messages from a mobile phone, anonymous email account, or through using the chat function in games.

### **Prevention**

CHPS is committed to providing cyber safety education to students, parents and teachers. Teachers at all year levels provide cyber safety education to their students. The community is also supported in their cyber-safety education role through publications in the school newsletter and on our website.

### **Addressing cyber bullying**

Our school has a comprehensive Cyber Safety Policy. This policy recognises the need to promote healthy and respectful use of technology both at and away from school. This policy recognises that whilst our responses to cyber bullying may differ depending upon where these behaviours occur, the necessity to educate our students about safe and respectful online behaviours remains. We accept that wherever cyber bullying may occur, our school will be both a logical and appropriate place for students and parents to raise concerns about the online behaviours of other members of the school community. If you are concerned that your child is being cyber bullied, please speak with your child’s classroom teacher in the first instance.

### **How parents can support students at home**

There are many ways you can support your child to navigate the online world. Talking to your child about their use of online games and sites will help you to develop shared understandings with them about safe use. The most powerful tool you have in protecting your child whilst they are online is your success in developing trusting, open communication so that your child promptly shares with you their concerns about unsafe, unwanted or inappropriate content. Encourage children to keep their passwords private, as peers can enter their accounts, impersonate them and sometimes send bullying messages on their behalf. Encourage children to avoid clicking on pop up ads as these can download viruses to your computer. Children may also be tempted to play games that appear on popup ads, which promise prizes for winning. However, in order to claim this prize they must enter credit card details or your mobile phone number. Entering these details may unwittingly authorize a charge to your credit card or mobile phone. Empower yourself and familiarise yourself with the games your child uses so you understand both their benefits and potential pitfalls.

## 10) Homophobic Bullying

All members of the CHPS community including gay, lesbian, bisexual, transgender and intersex students, have a right to feel safe at school and be free from bullying. Indications of the extent of

homophobic bullying in schools can be gained from the Australian Research Centre in Sex, Health and Society's report on the sexual health and wellbeing of same-sex-attracted young people in Australia, 'Writing Themselves in Again'. This report found that the most common place of homophobic abuse was at school. Seventy-four per cent of young people who had suffered homophobic abuse reported at least one incident of verbal or physical abuse at school.

### **Preventing Incidents of Homophobic Bullying**

To prevent incidents of homophobic bullying our school clearly communicates to all members of the school community that everybody has the right to feel physically and psychologically safe. Our teachers create and continually model a school environment that respects and celebrates diversity. Our school environment is inclusive of the needs of same-sex-attracted and transgender students, parents and staff. This inclusivity is reflected in our school's curriculum, teaching and learning, organisation and ethos.

### **Intervening in Incidents of Homophobic Bullying**

Homophobic bullying is dealt with in the same way as any bullying situation, including racist or sexist behaviour. However, we also acknowledge the importance of recognising that the behaviour is homophobic, and respond to it accordingly. In accordance with the Department of Education and Training (2006b) a teacher will:

- State that they find the comments or actions offensive;
- Discuss with the student why their statement was offensive and ask the student to consider the statement in light of agreed school rules around discriminatory language, and the feelings of the student who they have been bullying; and
- Agree to a strategy, as set out in the school's Student Engagement Policy.

### **Anti-Homophobia Education is:**

- Inclusive of all members of our school community
- Respectful of differences and inclusive of diversity
- Mindful that harassment and discrimination are present in our school system
- Mindful that silence around certain topics can be a form of discrimination
- Optimistic that a better school environment is possible for everyone.

*Informed by the Vancouver School Board*

### **Anti-Homophobia Education at CHPS:**

- Aims to ensure all members of the school community are accepted and able to be open about their lives without fear or shame
- Develops classrooms which acknowledge and respect diverse family models and acknowledges and positively represents the lives of lesbian, gay, bisexual, transgender and intersex people across the curriculum
- Encourages students and educators to speak out against injustice and inequity

## 11) What can parents do?

### **Encouraging children to help someone who is being bullied**

Children can do constructive things to counter bullying and its effects, such as:

- Expressing disapproval by refusing to be amused at what is happening; even walking away is better than just standing there
- Informing adults when an incident of bullying occurs. It is not 'dobbing' to tell a teacher or carer. Children who are being bullied need to be helped by adults
- Helping to resolve conflicts between children when they arise. Conflicts can sometimes lead to bullying
- Offering comfort and support afterwards to a child who has been bullied.

### **Helping a child who is being bullied**

Parents can help by being observant and noticing changes in mood and behaviour. Younger children may find it difficult to explain what is wrong. Talking it over with your child's teacher may lead to a better understanding of what is happening.

Simply listening sympathetically helps. Such support can reduce the pain and upset. It never helps to say it's your child's problem and that he or she must simply stand up to bullying behaviour, whatever the situation. Sometimes this course of action is impractical, especially if a group is involved. Nor does it help if a parent is over-protective, for example, by saying: 'Never mind. I will look after you. You don't have to go to school'.

Here are some suggestions for talking with your child and trying to understand the situation from their point of view:

- Find out what has been happening and how your child has been reacting and feeling
- Suggest things to do when he or she is picked on. Sometimes by acting assertively or not over-reacting, the bullying can be stopped. It is always much better if children, with a bit of good advice, can do something to help themselves
- Explore with your child what leads to the bullying. Sometimes a child may be provoking others by annoying or irritating them, and can learn not to do so
- Sometimes it is wise to discuss what places it might be best to avoid, and, on occasions, whom to stay close to in threatening situations
- Make a realistic assessment of the seriousness of the bullying and plan accordingly.

It is serious if your child is being assaulted, is afraid to go to school, is continually emotionally upset, can not sleep or concentrate, or is complaining of feeling sick or ill. In these cases, it is necessary to contact your child's teacher and seek help.

It is wise to resist any urge to sort out the problem directly with those who are doing the bullying. This usually makes matters worse.

### **Helping a child who is bullying**

Children who bully are often unconcerned about the people they hurt and may enjoy hurting others. However, individual children may bully for different reasons, and it is useful for parents to know why they are doing it.

Those who bully in a group often think they are just having fun. They do not seem fully aware of the hurt they are personally responsible for inflicting, because they are just going along with the group.

Some children who bully feel hurt themselves, sometimes because of unkind treatment they have experienced, and seek to take it out on somebody who they can bully. In some cases, children bully because they are trying to get even with somebody. It could be a person who used to be a friend against whom they now have a grudge.

A child may bully because he or she believes that members of some groups deserve to be treated badly, because of their race, ethnicity, interests or appearance. Such prejudice is at the root of much bullying. Some children may bully because they get admired for bossing people around and it makes them feel good and safe from being bullied themselves.

Sometimes (but not always) they are impulsive children who find it hard to control their anger. They may lack the social skills to get on with people, although some are clever and manipulative.

Among children who bully there are some who are very unhappy. Often they have not learned to be cooperative and responsible individuals. Knowing why a child bullies never excuses bullying behaviour, but it can sometimes help parents know how best to change the way the child behaves.

A child's bullying behaviour at school may come as a surprise to parents because the child may act differently at home. Parents of children who bully others should think carefully about why their child does so. The possible reasons listed above may provide some clues.

Parents should not assume they are to blame for their child's misbehaviour, especially as the child gets older. But at the same time, they should ask whether they or someone in the family ever model bullying behaviour, and whether the child is copying this behaviour. Consider whether the child who bullies feels very frustrated in the home and wants to hurt others as a consequence.

When children start preschool or school they experience new pressures from peers and sometimes respond by trying to dominate whoever they can by bullying them. Whatever the reason, even if the child thinks it is 'just fun' parents should firmly disapprove and insist that bullying stop.

Rather than abuse or threaten a child who engages in bullying, parents may quietly share their concern for what has been happening to the victim and firmly insist that it must not happen again.

### **Parents working with teachers**

Parents of children who have been bullied by their peers have a right to seek help. Teachers have a responsibility to do what they can to help. Parents of bullied children should be as clear as possible about when, where and how their child was bullied, how the child responded and how he or she was affected. It is a common (and understandable) mistake for parents to get angry and accuse the school of negligence. This often makes matters worse. Parents, however, have a right to a sympathetic hearing.

Parents and teachers need to cooperate to solve bullying problems. When meeting with parents, teachers will focus on what is being done to stop bullying. Often action is needed by both parties.

A few children who are bullied may actually provoke such treatment and will be helped to avoid doing so. Many more children, however, have done nothing to bring on the bullying. The school is prepared to take decisive action by confronting the bullying behaviour and involving the parents of children who bully.

## **12) Resources**

### **Bullying Resources:**

#### **Bullies Out**

[bulliesout.com/](http://bulliesout.com/)

A UK charity organisation that offers a wide range of excellent resources about bullying.

#### **Bully Blocking**

[bullying.com.au/index.php](http://bullying.com.au/index.php)

Evelyn Field is one of Australia's most respected bullying and social resilience experts and researchers. This is her website.

### **Bullying No Way**

[bullyingnoway.com.au/default.shtml](http://bullyingnoway.com.au/default.shtml)

An anti-bullying resource developed by Australian education authorities.

### **Ken Rigby**

[kenrigby.net/](http://kenrigby.net/)

This website has a wide range of resources from Dr. Ken Rigby. Dr. Rigby is one of Australia's leading researchers and experts on bullying. In 2011, he presented professional development for teachers at CHPS, as well as a Parent Information Evening. Dr. Rigby consulted with the school's leadership about our approach to preventing and addressing bullying as well as advising on the development of this handbook.

### **Kidscape**

[kidscape.org.uk/](http://kidscape.org.uk/)

A UK site that offers some excellent resources on bullying and cybersafety.

### **The National Centre Against Bullying**

[ncab.org.au](http://ncab.org.au)

An initiative of the Allanah and Madaline Foundation, this is an excellent resource on bullying and cyber safety.

### **Bully Stoppers**

Department of Education program dedicated to the prevention of bullying and the supporting of Principals, students, staff and carers in Victorian schools.

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>

### **Cyber Safety Resources:**

#### **Office of the eSafety Commissioner**

<https://esafety.gov.au>

Cybersmart provides activities, resources and practical advice to help young kids, kids, teens and parents safely enjoy the online world. Cybersmart also offers training and resources for schools and materials for library staff. Developed by the Australian Communications and Media Authority, Cybersmart is part of the Australian Government's cybersafety program.

#### **NetSmartz Workshop**

<http://www.netsmartzkids.org/>

NetSmartz Workshop is an interactive, educational program of the United States National Center for Missing & Exploited Children® (NCMEC) that provides age-appropriate resources to help teach children how to be safer on- and offline. The program is designed for children ages 5-17, parents and guardians, educators and law enforcement. With resources such as videos, games, activity cards and presentations, NetSmartz entertains while it educates.

#### **Kidscape**

<https://kidscape.org.uk/>

A UK site that offers some excellent resources on bullying and cybersafety.

#### **ThinkUKnow**

<https://www.thinkuknow.org.au/>

ThinkUKnow is an Internet safety program delivering interactive training to parents, carers and teachers through primary and secondary schools across Australia using a network of accredited trainers.

Created by the UK Child Exploitation and Online Protection (CEOP) Centre, ThinkUKnow Australia has been developed by the Australian Federal Police (AFP) and Microsoft Australia.

## Raising Children

[raisingchildren.net.au](http://raisingchildren.net.au)

By clicking on the *Early Teens* tab and then selecting Entertainment and Technology parents can access a range of excellent articles, videos and other resources.

## 13) References

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## Acknowledgements:

Professor Ken Rigby, Adjunct Research Professor in the School of Education at the University of South Australia worked extensively with our school in late 2011 as part of the initial Handbook development. His feedback, advice and expertise have been crucial to the development of this handbook, and to our school's broader approach to bullying and student wellbeing.

The Health and Wellbeing team have consulted with the school community (staff members, students and parents) about the content of this handbook.

First published in September, 2012 by:  
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Review: This handbook is part of regular policy and documentation reviews and the most recent review of this document was conducted in February 2018.