



Developing Partnerships To Reduce Bullying Behaviours

Bullying behaviours occur in all communities and school systems across both genders and all age groups.

“.... Schools with a supportive and inclusive school community, where students feel they belong and are appreciated, are less likely to have high levels of bullying behaviour.”

Dr Rob Moodie, VicHealth (2002)

What are bullying behaviours?

“Bullying is when someone hurts or upsets someone else on purpose, so they feel unsafe”

Speaking Up (2006)

Bullying behaviours comprise a wide range of behaviours. Traditionally, people have focused on the physical aspects of bullying behaviours such as fighting and pushing, but in reality this is only a small part of bullying behaviours. Bullying behaviours can be broadly categorized into four areas:

verbal (word)

social (group)

physical (body)

psychological (mind)

Some examples include:

- Rude gestures
- Hiding possessions
- Excluding someone from an activity
- Name calling
- Spreading rumors

These behaviours can occur in the playground, classroom, on the way to and from school, moving around the school and at home.

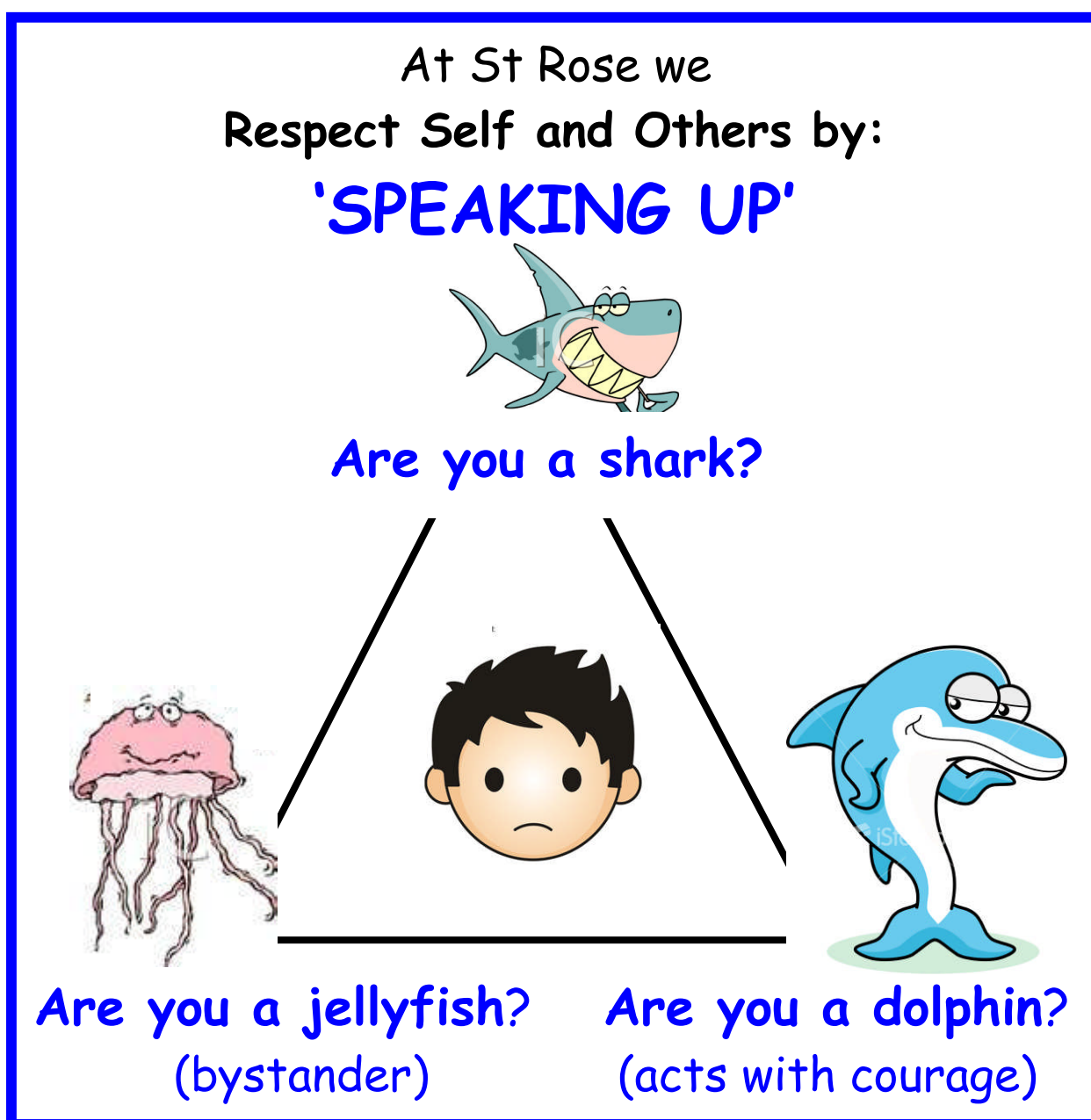
“Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress. It is not considered to be bullying if people of equal power have a difference of opinion. Bullying behaviours impact upon the person being bullied, those doing the bullying and those looking on.

Peer Support Foundation (2006)

Bullying Triangle

To understand bullying behaviours we need to realise that these behaviours affect everyone.

Bullying behaviours are often very difficult to identify and occur away from teachers or other adults. The people who are most likely to know what is happening is other children. A key strategy is to teach children the need to report if they see someone being bullied.



It is not 'dobbing' if you are reporting an incident to help someone.

Contacting the school

At St Rose, as a community who gives witness to Jesus' teachings, we value working cooperatively with you. Therefore if you have any concerns we would appreciate you bringing the issue to our attention.

Recording information

Before approaching the school try to gather and write down the following information:

- What happened?
- Who was involved?
- When and where did the incident occur?
- How long has it been happening?
- What solutions have been tried so far?
- Are any teachers aware of what is happening?
- Are there any witnesses?

Approaching the school Staff

- Let your child know that you will speak with the school
- Make an appointment with your class teacher or the principal
- Outline the information gathered
- Discuss strategies to support your child
- Avoid making accusations as the school will investigate further to gain comprehensive information from all perspectives
- Be patient as it takes time for change to occur
- Arrange a follow up meeting.