



BULLYING POLICY IN ALMA MATER AKADEMIE

The destructive behaviour of bullying is evident in all schools in one form or another. It affects many children in varying degrees. Bullying slowly kills its victims, battering their self esteem, destroying their belief in themselves and changing their personalities. They feel insecure, depressed, helpless and in severe cases, suicidal. In extreme cases, they are unable to realise their full potential.

If bullying is not dealt with it can easily build up to a point where victims become so depressed that they do one of two things: lash out at someone else or hurt themselves.

To be able to deal with bullying we first need to know what it is. There are two important components that constitute bullying behaviour:

- Firstly, and most important, bullying is an abuse of power. A bully has power and control over a victim who feels helpless to deal with the situation.
- Secondly, bullying is an ongoing and repetitive pattern of harassment and abuse.

Ken Rigby (1996) defines bullying as 'repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons'. It is very important to distinguish between bullying and conflict. Many children involved in conflict believe that they are being bullied.

To further understand bullying, we need to look at all the different role players and their contributions to the situation. Bullying involves the bully, the victim and bystanders who can either support the bully or the victim.

Having sought to understand bully behaviour we need to look at ways of addressing it in the school situation. There are many interventions and prevention strategies that can be put in place in order to assist with bullying in schools. These would include educating learners, teachers and parents as well as providing policies and particular programmes.

When dealing with a particular case of bullying it is important to adopt a strategy where the children are involved in the resolution of the situation and to this end the "No Blame" approach is advocated. The process of dealing with bullying really revolves around empowering all role players to deal effectively with bully behaviour when it is encountered.

An important issue which needs to be addressed in all schools is what has become known as the "Code of Silence". Learners must feel empowered to disclose issues of bullying if these episodes are going to be dealt with effectively.

Dr Elizabeth Smit maintains, "Education for peace aims to empower learners with skills enabling them to play a positive role in maintaining a peaceful society. A conflict resolution programme such as mediation offers learners the opportunity to face their differences and reach their own solutions." As parents, we should be seeking to equip our children to resolve their relationship problems themselves, with our help and guidance where necessary. In this way we empower them to deal with conflict, violence and abuse in a constructive and positive manner.



A POLICY ON A HURT-FREE ENVIRONMENT

To this end, we aim to establish a community in which everybody feels valued and safe, where individual differences are appreciated, understood and accepted. Every pupil has a right to enjoy his/her time at school.

The community does not tolerate bullying or harassment. *Respect* for others is expected.

Alma Mater aims to:

1. Promote an atmosphere and ethos at the school of warm loving and caring concern.
2. Promote in each pupil respect and empathy for others and the environment.

ALMA MATER OPPOSES BULLYING

Alma Mater

1. Expects a high standard of behaviour at all times, as contained in our Code of Conduct
2. Aims to provide a safe and caring environment for everyone
3. Has a policy for detecting, preventing and dealing with bullying
4. Is educating all our pupils about issues related to bullying behaviour
5. Offers support to all pupils through their class teacher

MAKE OUR SCHOOL A HAPPY AND SAFE PLACE FOR ALL!

ACT TO STOP BULLYING

**AT ALMA MATER EVERYONE HAS
RIGHTS AND RESPONSIBILITIES**

Rights and Responsibilities

- to be different and to show compassion and understanding
- to feel safe to respect yourself
- to learn and grow to respect others
- to be respected to use common sense
- to be valued and to support others



WHAT IS BULLYING?

Bullying is any repeated behaviour intended to hurt, injure, threaten or frighten another person in such a way that the person feels that he cannot do anything about it. Bullying is a repeated abuse of power.

WHAT IS CONFLICT?

In conflict the partners are frustrated and unable to communicate.

DO YOU BULLY? HAVE YOU BEEN BULLIED?

- Bullying comes in many forms, including:
- Calling hurtful names
- Being picked on
- Deliberately punching, hitting, bumping
- Teasing
- Spreading rumours about someone
- Mocking
- Repeatedly “putting down” someone
- Threatening
- Deliberately ignoring and avoiding
- Taking or damaging property

WHAT TO DO IF YOU ARE BULLIED?

1. Tell the bully to stop. State quite clearly that the behaviour is unwelcome and you don't like it.
2. Walk away and stay away from the bully.
3. Seek help. Talk about it to someone you trust. Report it to a member of staff, a mediator if it happens on the playground, or a Grade 7 pupil. The School does not tolerate bullying. Feel confident that any incident can be resolved satisfactorily.

**There is nothing so awful that we can't
talk about it with someone**



WHAT TO DO IF YOU KNOW SOMEONE IS BEING BULLIED

1. Care enough to do something about it whether it affects you personally or not.
2. Early intervention can defuse a situation before it gets out of hand.
3. Report it to a member of staff, your parents, a mediator or a Grade 7 pupil.

HOW STAFF DEAL WITH BULLYING –THE “NO BLAME APPROACH

The school will use this approach when dealing with cases of bullying:

- 1) Interview the victim and suggest strategies
- 2) Arrange a meeting for all involved
- 3) Explore the problem without allocating blame
- 4) Share responsibility
- 5) Identify solutions
- 6) Let the pupils take action themselves
- 7) Follow up at a later stage (within 3 days, thereafter 1 week, 2 weeks, 1 month)

It should be noted that if the bully continues with this type of bully behaviour, more stringent sanctions will be imposed and counseling will be suggested.

TO PREVENT BULLYING

Each pupil needs to:

1. Respect him-/herself and others.
2. Work to create a pleasant school environment for all.
3. Learn to tolerate individual differences.
4. Support the School policy on bullying.

The school will do the following (see Appendix 1):

1. The Psychomotor Programme:

In the Pre Primary we run a Psychomotor Programme that integrates the child into a group, helping others and sharing feelings. Through the programme pupils are prepared for understanding and controlling their emotions as well as developing strategies and words with which to deal with any bullying that may occur at a later stage.

2. The Mediator Programme:

In Grade 5 the pupils are exposed to a mediator course. The course is designed to assist pupils to discover more about themselves as well as helping them deal with conflict situations using a “no blame approach.”



3. Life Skills lessons:

During these lessons we explore feelings and how to deal with them and we look at how to combat bullying and conflict in the school setting.

WHAT PARENTS SHOULD TRY TO DO

- Listen to your child
- Suggest certain strategies
- Inform the school (follow the Grievance Procedure for Parents)
- Let the school investigate and report back
- Allow the school to sort it out
- Support your child
-

ADDITIONAL THINGS PARENTS CAN DO TO PREVENT BULLYING

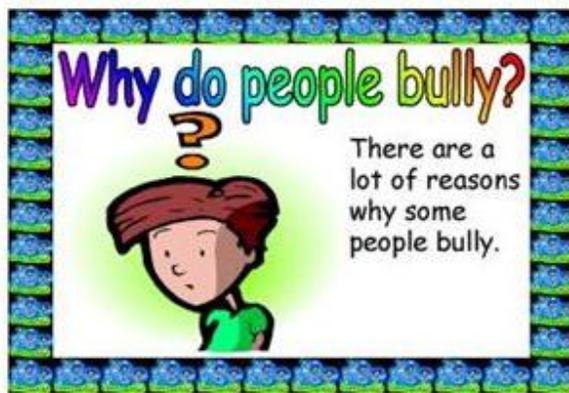
- Take an interest in your child's social life
- Encourage your child to bring friends home
- Build your child's self esteem
- Discuss ways to respond if rights are infringed
- Act by informing the school
- Keep confidentiality
- Set an example
- Allow your child to take accountability

HELPING YOUR CHILDREN TO REGULATE THEIR EMOTIONS

- Teach your child to identify what he/she is feeling
- Show him/her how to contain the feeling
- Give socially acceptable ways to deal with emotion

IN THE PRIMARY SCHOOL WE HAVE THE FOLLOWING VISIBLE IN EACH CLASS:

IN DIE LAERSKOOL IS DIE VOLGENDE SIGBAAR VIR DIE LEERLINGE IN DIE KLASSE:

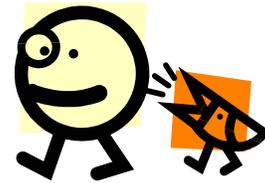


Our classes are always free of bullying!

Boelie vind nie in ons klasse plaas nie!

Wat doen 'n boelie?

1. Wanneer iemand jou spot of lelike name noem (Verbaal)
2. Wanneer iemand jou skop, slaan of boks (Fisies)
3. Wanneer maatjies lelik is met mekaar en van mekaar skinder (Indirek)



Wat moet ek doen as my maatjie my boelie?

1. Vertel 'n fuffrou of volwassene daarvan
2. Ignoreer die boelie en stap weg
3. Moenie kwaad word en terug baklei nie



4. Wees 'n goeie maatjie en help/ondersteun 'n maatjie wat geboelie word.



Appendix 1

Psychomotor:

Relating to the psychological processes associated with muscular movement and to the production of voluntary movements. Psychomotor objectives usually focus on change and/or development in behavior and/or skills.

This approach is developed with the theory that all feelings have physical expressions. It is the combination of perceptual/mental and motor skills.

Mediation:

In most peer mediation programs, both parties -- bully and victim -- do come together to discuss the problem and they both sign an agreement that details what each will do in the future if the problem arises again. Also, the mediators inform the students that a copy goes to the peer mediation coordinator and the assistant principal (or whoever is in charge of discipline.) If a child breaks the agreement -- if the bully retaliates – she/he will be disciplined appropriately. It is important that mediation take place before the boiling point is reached and physical assault occurs.

Peer mediation is not recommended for physical bullying or fighting until after the student(s) has been disciplined. If a bully continues in spite of mediation and/or discipline, parents should bring it under the attention of the class teacher.

Life skill:

A skill is a learned ability to do something well. Life skills are abilities, individuals can learn that will help them to live a fruitful life. Life skills are defined in the Targeting Life Skills (TLS) Model (Hendricks, 1996) as “Skills that help an individual be successful in living a productive and satisfying life.”