

# Ungarra Primary School

*Respect Resilience Integrity Excellence*

## Anti-Bullying Policy

### **Statement**

Bullying, harassment and violence are hurtful and destructive. Physical bullying *can be seen*. Cyber bullying happens *behind the screens*. Bullying, harassment and violence continue to be issues of concern for students and their parents/guardians. Bullying, including cyber bullying and harassment and violence, is not acceptable in this school and will be dealt with seriously. The school will work with the school community and other services and agencies to support its students in being responsible and productive members of this community.

### **Our school community believes that:**

- Individuals must be respected and that individuals need to be sensitive to the needs of others.
- We must respect the rights of students to learn and the teacher to teach.
- Students should be supported in developing skills to manage their own behaviour and take responsibility for their own actions.
- Bullying is not an inevitable or acceptable part of life.

### **Definitions:**

<b>Bullying</b>	Bullying is repeated verbal, physical, social or psychosocial behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Conflict or fights between equals and single incidents are not defined as bullying.
<b>Harassment</b>	Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; relation; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability, and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour or it may be a single act.
<b>Cyberbullying</b>	Cyberbullying refers to bullying through information and communication technologies for example rumours, threats or harassment using mobile devices, computers etc. Examples of cyber bullying include: <ol style="list-style-type: none"><li>1. Text messages or emails</li><li>2. Rumours sent by email or poster on social networking sites</li><li>3. Embarrassing pictures, videos etc.</li></ol>
<b>Violence</b>	Violence is the intentional use of physical force or power, threatened or actual, against another person that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.
<b>Discrimination</b>	Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

## How to recognise a student being bullied

Each student who has been bullied or is bullying others will respond and act differently. A student's behaviour and moods can change for a variety of reasons. **Teachers and parents/carers need to be alert to the possibility that the change in behaviour and moods is related to bullying.**

### Signs

- Increased quietness
- Withdrawal from family interaction
- Visible sadness
- Withdrawal from friends and from activities once enjoyed
- An increase in days off school (complaints of headaches and stomach aches)
- Poor school performance (drop in grades)
- Loss of appetite
- Sleep disturbance (including bed wetting)
- Only uses bathroom at home (school bathrooms are places where lots of bullying takes place away from the view of teachers)
- Torn clothes or unexplained cuts and bruises

Student Responsibilities	Bystander Responsibilities	Staff Responsibility	Parent Responsibilities
<p><b>Self Management</b></p> <ul style="list-style-type: none"> <li>• Walk away</li> <li>• Laugh it off</li> <li>• Use a comeback</li> <li>• Leave online platform</li> </ul> <p><b>Confront the person who is harassing you</b></p> <ul style="list-style-type: none"> <li>• Take a friend with you</li> <li>• Problem solve in a non-violent way and use thinking skills</li> <li>• Stand up for yourself by being assertive</li> <li>• Tell them you don't like what they are doing and you want them to stop</li> <li>• Tell them they are breaking the school rules</li> </ul> <p><b>Seek help</b></p> <ul style="list-style-type: none"> <li>• Go to any teacher or Principal for help</li> <li>• Tell them everything – is there a witness? Talk honestly about the problem</li> <li>• Decide with them what you will do and see if it works, plan the next steps with the teacher/Principal</li> <li>• If the teacher/Principal needs to take further action they will do so</li> <li>• Talk to your parents/carers about the problem</li> <li>• After consultation other authorities may be involved</li> </ul> <p style="text-align: center;"><b>Don't give up.</b></p> <p style="text-align: center;"><b>You have the right to feel safe.</b></p> <p><b>Keep telling people until someone listens to you and does something about it.</b></p>	<ul style="list-style-type: none"> <li>• If it is safe to do so - take the child away from the person who is bullying them</li> <li>• If it is safe to do so - tell the child doing the bullying that their behaviour is bullying and that it's not okay</li> <li>• Find another group of people to play with</li> <li>• Get immediate help from an adult</li> <li>• Report the incident straight away to an adult at the school</li> </ul>	<ul style="list-style-type: none"> <li>• Role model good behaviour and strategies when working with students, parents and others.</li> <li>• Develop and maintain success oriented learning environments</li> <li>• Develop positive relationships based on trust, open communication and teamwork</li> <li>• Teach students about the impact of bullying and discuss a range of strategies to use if bullying occurs (Child Protection Curriculum)</li> <li>• Document all incidents of harassment so that patterns of bullying can be identified.</li> <li>• Encourage and remind students to report any incidence of bullying that occurs at school.</li> <li>• Actively reinforce the process at every opportunity.</li> <li>• Provide opportunity for students to be responsible for their actions and encourage problem solving</li> <li>• Ensure that all students are familiar with the school's Anti Bullying Policy</li> <li>• Teach an engaging curriculum that caters for all learning needs of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully and calmly to your child and gather as much information as possible about the bullying. Here are some steps to follow:</li> <li>• <b>Step 1</b> – Contact your child's teacher so that all facts can be established and appropriate action taken.</li> <li>• <b>Step 2</b> – If further help is needed then contact Principal</li> <li>• Follow the schools Anti Bullying policy</li> <li>• Allow an appropriate amount of time for the school to address the issue</li> </ul> <p style="text-align: center;"><b>REMEMBER: in the first instance, rarely</b></p>

		<ul style="list-style-type: none"> <li>• Ensure that teaching practices are inclusive of all students (students with disabilities etc.)</li> <li>• Encourage and sustain open communication with students and parents.</li> </ul>	<p>does any person know all the facts.</p>
--	--	---	--

### **School Action**

All incidents of bullying and harassment which are reported to the school will be addressed. In the event of serious repeated bullying occurring, parents of both the victim and the bully will be contacted. Further consequences will be administered depending on the severity and frequency of the bullying.

Some of the consequences may include:

- Restorative practice
- Apology
- Documentation
- Parent meetings
- Mediation/ Counselling
- Time-out
- Alternative or restricted play times
- Internal/external suspension
- Referral to behavioural support services or other relevant agencies
- SAPOL intervention
- Behaviour Cards
- Behaviour Plans

### **Ungarra Primary School will take a pro-active stance by promoting cooperative learning and character development through:**

- Class anti-bullying programs to provide skill and knowledge about bullying (e.g. *Child Protection Curriculum*) and fostering resilience and a sense of wellbeing.
- Dedicated class time to discuss bullying, its implications and how to deal with it.
- Counselling methods that deal specifically with issues related to bullying. (e.g. method of shared concern).
- Goal setting and behaviour management agreements/behaviour plans.
- Review meeting with parents.
- Referral to behaviour management services.
- Explicit teaching on recognising bullying behaviour and the role of the bystander.
- Taking part in the *National Day of Action Against Bullying*.
- Creating physical environments in the school and staff supervision practices that limit the incidences of bullying (including cyber bullying).

### **Professional Development**

At the start of each school year staff will take part in training that:

- Re-visits the anti-bullying policy
- Determines what teaching and learning programs they will run in their class that build the social and emotional learning of students
- Details the methods of reporting bullying to the Site Leader and parents and appropriate intervention strategies and support for students affected by bullying.
- Further professional development opportunities will be offered if required.

### **Distribution List**

At the start of each school year the Principal will write to parents reminding them of the school's anti-bullying policy and associated responsibilities.

A copy on the policy will be available on our website

## Appendix

### School Action Flow Chart – Student Bullying

<b>1. Listen carefully and calmly, and the students tells you document what the student tells you</b>	Ensure a private place to talk. Do not dismiss their concerns or make them feel they are at fault. Listen to their account fully first and then ask them (and maybe others) questions to get more detail. Avoid the terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders. Clarify if there are immediate safety risks and let the student know how you will address these. Write a record of the conversation.
<b>2. Collect additional information</b>	Ask for any evidence from the student. Speak with all students involved, including bystanders. Be alert to your legal responsibilities regarding evidence if the incident may constitute a crime. Keep records. Ensure you have information that answers who, what, where, when, how, why. Students views on why bullying is happening can suggest ways the school can respond.
<b>3. Discuss a plan of action with the students</b>	Once you are confident you have a comprehensive picture of the situation, discuss a plan of action with the student/s. Refer to your school's policy in terms of expectations and implications. Invite suggestions from students as appropriate. Inform all students involved of your intention to inform their parents/guardians. Involve the parents and other caregivers in developing the plan of action if appropriate.
<b>4. Inform the students what you intend to do</b>	Provide as much information as you can without violating the privacy of other students or parents. Also inform them about when you are planning to follow up with them after implementing the plan. Explain that you will look at immediate and short term responses as well as other long term preventative measures or efforts to promote a positive school climate.
<b>5. Provide suggestions about what to do if the bullying action occurs again</b>	Have information on hand to share with students or set up a meeting for them to talk about strategies with an appropriate staff member. If this is not viable (due to the nature of disclosure), refer to the appropriate guidelines and processes.
<b>6. Set a date for follow up reviews</b>	Bullying can require a sustained effort to prevent, particularly if situations are long standing. Reviews are critical to check in with students, and to ensure the school's efforts have not caused other problems or merely created a problem elsewhere.
<b>7. Record the incident in the school's data management system and notify appropriate personnel</b>	
<b>9. Contact the parent/guardian about the incident and the plan of action</b>	If parents/guardians have not yet been involved in the process of planning the course of action (Step 3), advise them of the incident and the resulting course of action, including referring to the school's policy and guidelines. Refer parents to the responsible officer for further consultation if required.
<b>8. Follow up with students over the next several weeks and months</b>	It is essential to be alert to ongoing bullying, particularly the possibility that the bullying can 'reappear' in another form some time later.