

HALLETT COVE SOUTH PRIMARY SCHOOL ANTI-BULLYING AND HARASSMENT POLICY STATEMENT

Hallett Cove South Primary School does not tolerate bullying and harassment and expects all members of the school community to treat each other respectfully, by following our CREST Motto:

- Care
- Respect
- Environment
- Safety
- Teamwork

RIGHTS AND RESPONSIBILITIES

At Hallett Cove South Primary School, everyone has the right to feel safe and valued and every member of the school community has a responsibility to ensure that this happens.

Rights

- To feel safe
- To learn
- To be respected
- To be valued

Responsibilities

- To respect yourself
- To respect others
- To use common sense
- To support others

Our school will provide a safe, inclusive, supportive and ordered environment

POLICY OBJECTIVES

- Minimise bullying behaviours in our school.
- Support people who are bullied.
- Help people who are bullied to deal with bullying
- Help students and other members of the school community understand the difference types of bullying, its affects and the difference between aggressive and assertive behaviour
- Support bullies to recognise and change inappropriate behaviours

DEFINITIONS

- **Bullying** is repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. It is intended to cause fear, distress or harm to another who is seen to be less powerful and unable to effectively resist. Cyberbullying refers to bullying through information and communication technologies such as e-mail, chat room, discussion groups, instant messaging, web pages or SMS (text messaging)—with the intention of harming another person

Conflicts or fights between equals and single incidents are not regarded as bullying.

Bullying in any form or for any reason can have long-term effects on those involved including bystanders.

- **Harassment** is behaviour that targets an individual or group due to their identity, race culture or ethnic origin; religion; 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.
- **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.

- **Violence** is the intentional use of physical force or power, threatened or actual, against another person/s 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.
- **Sexual harassment** is unwelcome sexual conduct which makes a person (male or female, of the same or opposite gender, same-sex attracted, bisexual or transgender) feel offended, humiliated and/or intimidated, where that reaction to the conduct is reasonable in the circumstances. Sexual harassment can be a single incident, repeated or continuous, direct or indirect, and take various forms. Sexual harassment is a legally recognised form of sex discrimination.

Behaviour of a sexual nature based on mutual attraction, friendship and respect, which is welcome or invited, consensual and reciprocal, does not constitute sexual harassment.

REPORTING AND RESPONSIBILITIES

Our school believes that regular monitoring of students by teaching staff, the School Counsellor and Pastoral Care Worker should bring to light issues of bullying and students have a responsibility to report any observed incidences.

The Principal will:

- Develop and review with staff and the community the school's anti-bullying policy
- Collect information regarding incidences for review eg through data and surveys
- Provide updates to the Governing Council annually in relation to school bullying data and trends and any anti-bullying programs/initiatives in place or being considered
- Ensure that new staff and new students and their families are aware of the school's anti-bullying policy and the decision-making procedures open to them if they wish to influence school practice
- Ensure the inclusion, as part of the school's enrolment process, a requirement for parents and/or students to acknowledge/agree to the school's Student Code of Conduct
- Provides students annually with orientation in the school's anti-bullying policy and other relevant behavioural expectations
- Manage the incidents of bullying in a way that is consistent with the DECD School Discipline Policy
- Provide in-service training and development to staff in effective strategies in managing bullying
- Ensure ongoing training and development of teachers, induction of students and the provision of information to parents
- Ensure the Keeping Safe child protection curriculum is implemented in all year levels
- Ensures that all parents have :
 - access to the school's anti-bullying policy
 - are aware of their rights to advocacy and of avenues open to them should they have grievances relating to the school's management of an incident of bullying.

School staff members will:

- Develop and foster positive relationships with students and families
- Communicate and interact effectively with students and engage in cooperative problem-solving to address issues of bullying
- Participate in reviewing the school's anti-bullying policy, curriculum and in-service offerings, and the procedures for managing incidents of bullying
- Critically reflect on practices and develop the knowledge and skills needed to manage incidents of bullying successfully
- Establish, maintain, make explicit and model the school's expectations relating to bullying
- Participate in training and development related to decreasing bullying in schools
- Support students to be effective bystanders in preventing bullying

Parents will:

- Keep the school informed of concerns about behaviour, their children's health issues or other matters of relevance
- Communicate in a respectful manner with the school staff about issues of concern soon after these concerns arise
- Follow up on these concerns and, if necessary, contact the Education Director if the concerns are not resolved following intervention by the Principal and staff
- Promote students' sense of concern and responsibility
- Provide positive role models
- Build self esteem
- Develop skills and strategies to deal with bullying
- Have open lines of communication
- Disseminate information

Students will :

- Be respectful towards other students, staff and members of the school community
- Participate in sessions regarding the school's anti-bullying policy, the Keeping Safe child protection curriculum, and other sessions regarding behavioural expectations
- Communicate with an appropriate adult if bullied or harassed or if they are aware that someone else is being bullied or harassed
- Learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence.

If they are being bullied :

- Ignore the person bullying. Show that it does not upset you.
- If it does not stop: DO something; SAY something: it's okay to TELL.
- Tell the person bullying that their actions are unwanted and you want it to stop
- Go to a safe place or see a teacher.
- Share your feelings with others. Talk about it with friends, parents, a teacher or someone you think can help.
- DO NOT retaliate with physical or verbal bullying.

If they see someone being bullied :

- Ask the person bullying to stop.
- Be a friend to the person being bullied.
- Seek help.
- Remove themselves from where the bullying is happening.
- Show that you and your friends disapprove of bullying behaviour

Children who witness bullying are explicitly instructed to TELL a teacher about what they saw, as soon as possible after the incident.

HOW TO RECOGNISE A STUDENT BEING BULLIED

Students who are being bullied or harassed may not talk about it with their teachers, friends or with the school's counsellors. They may be afraid that it will only make things worse or they may feel that it is wrong to 'tell tales'.

This is why parents and teachers have an important part to play in helping the school and the student deal with bullying. A change in behaviour in students may be a signal that they are being bullied or they have some other concern.

Signs

Some signs that a student is being bullied may be:

- unexplained cuts, bruises or scratches
- damaged or ripped clothing
- vague headaches or stomach aches
- refusal to go to school
- asking for extra pocket money or food
- tearfulness, anxiety or difficulty sleeping
- 'hiding' information on mobile phones, emails or in comments on their social networking pages.

PROCESSES AND METHODS OF INTERVENTION

Each of the following approaches may be applied in cases of bullying and may be considered appropriate *in some situations*. (from Rigby 2010).

- **The traditional disciplinary approach.** Punishment, sanctions or 'consequences' are applied to a person identified as having engaged in bullying someone.
- **Strengthening the victim.** The person being targeted is instructed or trained so as to cope more effectively with bullying behaviour; for example, through assertiveness training or the use of 'fogging'.
- **Mediation.** Individuals involved in bully/victim problems are invited to meet with a trained mediator (adult or student) to explore ways of resolving the situation in a way that is acceptable to all parties.
- **Restorative practice.** A meeting is arranged at which the person/s engaged in bullying are instructed to listen to how their 'target' feels about the treatment. They are required to reflect upon

what has been happening and to act restoratively (eg by making an acceptable apology to those offended).

- **The support group method.** The targeted person is interviewed and an account of the distress that has been experienced is communicated to those identified as the bullies. This is done at a meeting of the bullies attended also by selected students who are supportive of the target person. All present at the meeting are required to say how they will help to resolve the problem. The outcome is then carefully monitored.
- **The method of shared concern.** The practitioner meets individually with the person/s suspected of the bullying and shares a concern over what has been happening to the target person. Each of the suspected perpetrators is asked to suggest ways in which they can help, and to agree to act accordingly. After discussing the situation with the target person, the practitioner convenes a meeting of all the suspected bullies to formulate an agreed plan to resolve the problem. At a final meeting, a solution is negotiated between the suspected bullies and the target person who has now been invited to join them.

REVIEW DATE

This policy will be reviewed in Term 4 2016.

REFERENCE DOCUMENTS

- Safer DECD Schools
- DECD – Anti-Bullying and Harassment policy
- DECD School Discipline Policy Statement
- Friendly Schools and Families Program
- DECD Learner wellbeing Framework for Birth to Year 12
- National Safe Schools Framework
- Cossey Report
- Child Protection Curriculum
- Bullying interventions in schools: Six major approaches (Rigby, 2010)

INCIDENT / ISSUE NOTIFICATION

Please send this form to Principal ASAP

Person(s) involved	
Time / Date of Issue/Incident	
Location	
Nature of Issue / Incident <input type="checkbox"/> Student behaviour <input type="checkbox"/> Parent Complaint <input type="checkbox"/> Parent behaviour <input type="checkbox"/> Bullying / Harassment <input type="checkbox"/> Staff behaviour <input type="checkbox"/> Other	
Description of issue/ incident :	
Steps taken at the time to address the Issue/ Incident:	
Details of follow up / action taken	
Staff member :	

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