



Bullying Prevention Policy

Overview

We aim to establish a community in which everybody upholds our school values of organisation, persistence, confidence, getting along and resilience; and where individual differences are appreciated, understood and accepted. Everybody has a right to feel safe and enjoy their time at school.

Along with this, all staff and students will adhere to our whole school expectations for learning are be kind be, responsible, be respectful, try your best.

Detail

"Australian schools are safe, inclusive and connected learning communities that promote positive relationships and wellbeing as a foundation for children and young people to reach their full potential."

Australian Student Wellbeing Framework 2018.

All students have the right to feel safe, respected and included. Our school climate fosters healthy and respectful relationships.

We will create this with our students, families and the broader community.

We will model behaviours that:

- demonstrate respect
- value diversity
- promote belonging and wellbeing.

Our approach to bullying prevention

At Goolwa Primary School we will plan, implement and review our bullying prevention strategies annually. We will do this with our Governing Council, staff, students, families and local community. This includes promote, teach, intervene, work with others, respond, repair and restore relationships and create safety and wellbeing.

Promote

We will model and promote positive behaviour.

Our actions

- Create a welcoming and inclusive school
- Make sure staff, caregivers and students understand their role to create a safe school
- Set up school values and behaviour expectations. Make sure these reflect inclusion, respect, safety and diversity
- Share the school values and behaviour expectations. Lead by example
- Encourage positive behaviours and social interactions throughout the school community.

Teach

We will explicitly teach respectful behaviours and expectations about bullying in the classroom.

Our actions

- Build staff, caregiver and student skills to respond well to bullying
- Teach about bullying in all year levels. Include how to prevent, identify, respond to and report bullying and cyberbullying
- Explicitly teach positive behaviour and social and emotional skills. Guide students to have healthy relationships, both in person and online.

Intervene

We will intervene in specific incidents of bullying or observed bullying behaviour.

Our actions

- Take bullying seriously. Respond to reports of bullying or observed bullying behaviours
- Use fair and consistent responses to bullying or suspected bullying
- Document bullying incidents. Check in with students while bullying incidents are being resolved
- Leadership will follow up complex bullying incidents. This includes where bullying is ongoing.

Work with others

We will work with families, service providers and the community to address bullying.

Our actions

- Work with the Governing Council, site leadership, department staff to design strategies to prevent and reduce bullying
- Encourage parents and carers to take part in activities that promote safety and wellbeing.

Respond

We will provide visible and consistent responses to bullying that foster trust and confidence in the school community.

Our actions

- Share information on how to prevent and respond to bullying and cyberbullying
- Set up safe ways for students to report bullying and let students know how to do this
- Make information about the grievance procedures available.

Repair and restore relationships

Will support students to repair and restore relationships that have been harmed by bullying.

Our actions

- Develop solutions to bullying incidents with students, staff, parents and caregivers
- Support students who experience bullying, engage in bullying behaviour, or witness bullying.

Create safety and wellbeing

We will establish safety and wellbeing.

Our actions

- After a serious incident of bullying, supervise the students involved before school, at break times and after school. This will be organised and visible
- Provide targeted social and emotional support for students who need more help after bullying incidents

How bullying is reported and resolved

The best way to resolve bullying is to report it as soon as possible to a responsible adult.

Reporting

As a **student** you can report bullying as soon as possible to:

- firstly Classroom Teacher / Yard Duty teacher
- followed by leadership (Wellbeing Leader / Principal / Deputy Principal) if required

As a **parent / caregiver** you can report bullying as soon as possible to:

- firstly Classroom Teacher
- followed by Leadership (Wellbeing Leader / Principal / Deputy Principal) if required

You can report bullying incidents by:

- in writing over email / Seesaw
- face-to-face
- over the phone
- schedule a meeting

When reporting bullying give us as much information as possible.

Gather and document information

Staff investigating a bullying complaint will ask you questions about the incidents, your actions and your feelings.

Staff will also seek information from others as part of the investigation, including

- other students
- parents or carers
- staff
- any other witness or person involved.

Staff may gather behaviour data.

Intervention and support

Staff will determine the following about the incident

- whether the complaint meets the criteria of bullying, and
- whether it poses an immediate risk to student or staff safety.

If there is no immediate risk, staff will use one or more of the following strategies with students directly involved

- restorative practices, including an apology
- parent or carer meeting
- school-based consequences for example
 - loss of privileges
 - social / emotional learning and support
 - use of rethinks, reflection space or class
 - limited areas for play or activities
 - extra yard supervision
 - suspension and / or exclusion.

Refer to services

In some circumstance, the staff may refer students to specialist support. This might be from the Department for Education or external services. Options will be discussed with students and their families.

Document and record

Incidents of bullying and resolutions will be documented and stored in line with Department for Education records management procedures. A record of a behaviour incident may also be stored in a student's file. Incidents may be recorded in our electronic databases, for example, EDSAS, IRMS or Sentral.

Monitor and follow up

Staff will check on students involved in a bullying incident. When appropriate they will talk with students, parents and carers about the actions taken.

If a parent / caregiver is not satisfied with the steps taken by the school, they can follow the Complaints Management procedure, including calling the department's complaints management line on 1800 677 435.

Roles and responsibilities

Whole School community

Prevent bullying and harassment.

Respond when it happens.

Support those involved and affected by bullying.

All staff

Model and promote positive behavior. Value diversity, demonstrate respect and includes students and their families.

Provide and take part in professional development to build skills, knowledge and confidence about preventing bullying, including how to recognize, respond and manage it.

Collect data on bullying regularly. Use the data to plan how you will prevent and respond to bullying.

Explicitly teach students about respectful relationships, bullying and cyberbullying. Teach them how to recognize bullying what to do and how to get help.

Work with students to come up with solutions to bullying. Include them in decisions that affect their safety and wellbeing.

Support students to be included, in particular students at higher risk of being bullied.

Take action when bullying and cyberbullying has been reported. This includes incidents that happen out of school hours or off school grounds when it directly affects to school relationships.

Help parents and carers to recognise bullying. Include information about what to do when their child is engaging in or affected by bullying.

Work with families, service providers and the community to support students affected by bullying.

Support students to repair and restore relationships that have been harmed by bullying.

Have planned responses to bullying, Make them visible and consistent. Responses should foster trust and confidence.

Help students to be physically and psychologically safe from bullying.

Leadership Team (in addition to staff response)

Assess bullying data and trends to develop prevention strategies. Do this with the Governing Council and school community.

Collect data on bullying regularly. Use the data to plan how you will prevent and respond to bullying.

Report criminal matters to the South Australian Police.

Parents and families

Model and promote safe, respectful and inclusive behaviours. Actively discourage unsafe responses as a form of conflict resolution.

Help their child/ren know how to identify and report bullying. Work with the school to help their child/ren be safe from bullying.

Talk to their child/ren about safety issues. This includes bullying and cyberbullying. Help them understand what it is, why it is harmful and how to respond. Use the same messages the school uses.

Report concerns about bullying to school staff.

If a bullying incident happens, work with the school.

Support their child/ren to go to school while a bullying issues is being worked on.

Seek external professional support for their child/ren if needed.

Students

Model behaviours that are safe, respectful and inclusive, both face-to-face and online.

Build skills, knowledge and confidence to recognize, respond to and manage bullying.

Be a part of decision making to improve safety and wellbeing.

When bullying is observed, if you feel safe to do so, intervene using practiced whole school strategies such as 'the five' or 'Kelso's Wheel' or seek help from adults.

Support friends and peers to get help from trusted adults if they experience bullying.

Support friends to behave in a safe, respectful and inclusive ways if their friends engage in bullying.

Definitions

Bullying

A national definition of bullying has been endorsed by the Education Council.

"Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying."

Bullying has three main features:

1. It involves a misuse of power in a relationship

Conflict or fights between equals are not defined as bullying. Bullying occurs where there is a power imbalance. This might come from:

- the context. For example a number of children acting against one child
- personal characteristics. For example different physical, emotional or social development

2. It is ongoing and repeated

One incident of misbehaviour is not defined as bullying. One act by a single person might be bullying if:

- the behaviour adds to a series of other people's behaviours that misuse power and result in harm
- it can be shared online or through technology to a wide audience, or repeated with multiple views.

3. It involves behaviours that can cause harm

Bullying can cause physical and psychological harm.

Physical harm can include injury. It can also include theft or damage to belongings.

Psychological harm can include:

- anxiety
- not wanting to go to school
- lack of interest in school
- isolation and depression.

Psychological harm can last some time. It will depend on a student's situation and the support available to them. Support might come from family, school and friends. A fear of being bullied can create psychological harm.

Examples of types of bullying

Physical

hitting, kicking, tripping, pinching, pushing or damaging or stealing belongings.

Verbal

verbal abuse, name calling, insults, teasing, intimidation, or threats.

Social

social exclusion, lying, spreading rumours, unkind facial expressions or body language, mean and condescending looks, playing jokes to embarrass and humiliate, mimicking and damaging someone's reputation or social relationships.

Cyber

cyberbullying is online bullying. It uses technology, including social media platforms. Verbal and social bullying can be cyberbullying when they occur online. Cyberbullying includes:

- abusive texts and emails
- hurtful messages, videos and images, including images that have been changed
- sharing personal images and videos without consent
- pretending to be someone else online to be hurtful.

Harassment

Harassment is behaviour that targets an individual or group. This can be because of their: identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age or ability.

It offends, humiliates, intimidates or creates an unsafe environment. It might be a: pattern of behaviour or a single act. It might be on purpose or unintended.

Discrimination

Discrimination happens when people are treated differently to others. This can be because of their: identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age or ability. Discrimination interferes with people's right to fair treatment and equal opportunities.

Violence

Violence is the intentional use of physical force or power. It can be threatened or actual, against another person. It might result in psychological harm, injury or in some cases death. It might involve provoked or unprovoked acts. It can be one incident, a random act or can happen over time.

Bullying, harassment, discrimination and violence may be based on gender, race, sexuality, culture, religion, disability and care status. Bullying, harassment, discrimination and violence for any reason is not acceptable in South Australian public schools. It will be responded to.

Responses will depend on the:

- behaviours
- needs of the students
- rights of students to be safely included in learning.

Communication and review

Goolwa Primary School Complaint management in schools procedure was ratified by Governing Council.

This procedure was reviewed by staff team, and consulted with all staff via staff meetings and parents through Governing Council.

This procedure can be accessed on the school website and in administration files. It is provided to all new families in our enrolment pack.

The raising a complaint with Department for Education is available on the school website and in administration files.

Procedure will be reviewed every 2 years or as changes are required.

Supporting information

Behaviour support policy

Complaint Management in schools procedure

The Australian Student Wellbeing Framework elements are leadership, inclusions, student voice, partnerships and support. They guide our practices and responses to prevent and reduce bullying in our school community.

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