

Sandy Creek Primary School



SANDY CREEK
Primary School
RESPONSIBILITY RESPECT EXCELLENCE

Bullying and Harassment Policy

Current as of: June 2017
To be Reviewed: September 2020

Definitions

For the purposes of this policy we will define bullying as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Conflicts or fights between equals and single incidents are not defined as bullying. Bullying of any form or for any reason can have long-term effects on those involved including bystanders. This policy aims to ensure that all children and young people receive a quality education in a safe, supportive and inclusive environment, free from discrimination, bullying and harassment regardless of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; gender identity; intersex status; gender expression; economic status; age and/or ability or disability.

Other definitions that may be of use when investigating incidences of bullying and harassment:

- Cyber-bullying refers to bullying through information and communication technologies such as the internet and mobile phones.
- Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; gender identity; intersex status; economic status; age and/or ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.
- Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; gender identity; intersex status; 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.
- 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 gender diverse) 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.

Core Beliefs

At Sandy Creek Primary School we aim to show and build in our community the shared values of **Respect, Responsibility** and **Excellence**. We have a set of principles that guide our actions. Amongst these are the following:

- In order to build a positive culture we believe that the behaviours, skills, attitudes and practices of all members of the learning community need to be clearly and consistently aligned.
- We will promote the wellbeing of each member of the school community so that they are able to achieve their best and enjoy their educational experience.
- Furthermore we believe that children learn best when there is a highly supportive and quality learning environment for all students and staff.

Therefore, we are strongly opposed to, and will not tolerate any form of bullying and harassment. We will adhere to the guidelines of this policy in such events in order to actively protect our students and promote a healthy, caring learning and social/emotional environment.

Every school community member has the right to learn in a safe environment.

	<p>All Staff have the right to teach and/or provide support in a safe environment. Everyone has the right to be treated with respect and fairness. Bullying takes away these rights.</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> • To raise awareness amongst the school community about bullying. • To provide strategies to resolve conflict and respect differences. • To create a safe social environment that will enhance student-learning outcomes. • To promote positive mental health and well-being. • To build a climate where everyone feels safe to report, discuss and to ask for help.
<p>Roles and Responsibilities</p>	<p>At Sandy Creek Primary it is everyone’s responsibility to refrain from engaging in bullying and take the necessary steps to stop bullying behaviour wherever and whenever they may encounter it.</p> <p><u>Principal:</u></p> <ul style="list-style-type: none"> • To support, promote, maintain and review bullying policy and procedures. • To ensure that the DECD <i>Supporting same sex attracted, intersex and gender diverse students</i> Policy and the DECD <i>Transgender and intersex student support</i> procedure is adhere to within the school. • Actively follow up incidents. • To communicate effectively with school staff concerning incidents of bullying. • To communicate effectively with the parents/carers of both victims and perpetrators of bullying. • Complete and enter into our school records appropriate documentation of incidents of bullying, harassment and discrimination. • Report incidents of serious violence to the family of the victim immediately and then to the Police. <p><u>Staff:</u></p> <ul style="list-style-type: none"> • Be familiar with the school’s bullying policy and procedures. • Adhere to the content of the DECD <i>Supporting same sex attracted, intersex and gender diverse students</i> Policy and the DECD <i>Transgender and intersex student support</i> procedure. • Be trained in pro-active anti-bullying strategies. • Be observant of signs of bullying. • Be available to listen and act upon reports of bullying. • Treat all reports of bullying seriously. • Report incidents of bullying. • Inform the Principal. • Document incidents of serious violence on the behaviour and critical incident forms. • Communicate with Parent/Caregivers. <p><u>Parents/Caregivers:</u></p> <ul style="list-style-type: none"> • Support the school. • Watch for signs that your child may be being bullied and encourage them to report incidences of bullying to the Principal. • Speak positively about the school to their child. • Support and encourage their children to not become bullies. • Support and encourage their children to use the recommended strategies to deal with and report bullying.
<p>Signs of Bullying:</p>	<p>Students who are being bullied or harassed may not want to talk about it with their teachers, friends or even their parents. They may be afraid that it will only make things worse. A change in behaviour in students may be a signal that they are being bullied.</p> <p><u>Signs may include:</u></p> <ul style="list-style-type: none"> • Unexplained cuts, bruises or scratches • Damaged or ripped clothing • Headaches or stomach aches • Not wanting to go to school • Tearfulness, anxiety or difficulty sleeping • Hiding information on mobile phones, emails etc. <p><u>Parents who witness bullying should:</u></p> <ul style="list-style-type: none"> • Not take matters into their own hands. • Speak in a calm, respectful manner with school staff.

	<ul style="list-style-type: none"> • Speak to relevant school staff (not the students concerned). <p><u>Students who are bullied need to:</u></p> <ul style="list-style-type: none"> • Communicate with an adult they trust eg staff member or parent • Have an expectation they will be believed. <p><u>Students who witness bullying should:</u></p> <ul style="list-style-type: none"> • Behave like a positive bystander by not encouraging the bully through their presence or actions. • Tell the bully/bullies to stop if they feel able. • Encourage the victim to safely leave the situation by walking away with them. • Encourage and if necessary go with the victim to report the incidents. • Seek teacher assistance if needed.
<p>Management of bullying incidents</p>	<p><u>All parties are expected to:</u></p> <ul style="list-style-type: none"> • Treat each other with respect and dignity. • Ensure the confidentiality of any issues that arise. • Ensure that response is as quick as possible. • Allow longer-term follow-up. • Ensure immediate safety of the student who is bullied. • Use clear and simple reporting procedures for staff, students, parents and the wider community. • Participate in clear recording of incidents through formalised procedures. • Encourage students to problem-solve responses. • Incorporate Restorative Justice Practices. <p><u>Whole school strategies to reduce and prevent bullying:</u></p> <ul style="list-style-type: none"> • All staff to provide diligent supervision. • Discuss the issue of bullying regularly at staff meetings and provide training to all staff. • Class meetings – to discuss problem-solving measures. • Focus on behaviour changes not punishment. • Self-protective behaviours will be explicitly taught in every class. • Model and teach students to value and respect others. • The whole school bullying policy is clearly communicated to the entire school community. • Successful behaviour programs that acknowledge appropriate, safe behaviour. • Implement appropriate whole school programs such as Program Achieve, appropriate to the age of the Students. • Skill students to confidently use and understand Grievance Procedures <p><u>Intervention</u></p> <ul style="list-style-type: none"> • A working action plan outlining short and long term goals, incorporating student voice. • Development of student Behaviour plans • A range of programs for individual students, small groups and class groups that deal with pro-active strategies to manage bullying in an empowering manner, to develop resilience and persistence. (eg What’s the Buzz, Program Achieve, Friends, Bullying No Way website) • Anyone identified through Bullying Surveys or incidents will be followed up with. • Victims offered support. • If bullying is ongoing, high level or involves serious violence, parents/ caregivers will be contacted and consequences implemented consistent with the School Behaviour Code. <p><u>Responding to bullying incidents</u></p> <p>Consequences may involve:</p> <ul style="list-style-type: none"> • Students removed from class. • Students removed from the yard. • Parent/Caregiver/student conferences. • Restricted play program. • Internal suspension. • External suspension. • Exclusion to another site. • Ongoing monitoring of identified bullies. • Apology – face to face or written. • Referral to Interagency Student Behaviour Support.

	<ul style="list-style-type: none"> • Referral to support agency eg CAMHS, Families S.A. • Reporting to Child Abuse Report Line if appropriate. <p>Positive consequences:</p> <ul style="list-style-type: none"> • Class rewards for bullying free days/weeks. • Acknowledgment for reporting incidents of bullying. • Individual students/groups of students recognised for positive bystander behaviour. • Assembly awards. • Rewards for students who have positively changed their behaviour, through goal setting and counselling. • Newsletter articles that reflect behaviour successes
<p style="text-align: center;">Accessibility of this Anti-Bullying Policy</p>	<p>This policy can be viewed on the School’s website by parents and carers. Staff members can access it on the school curriculum network and it will be referred to in the annual induction processes. Parents and Carers are asked to sign their agreement to abide by our Code of Conduct at the beginning of each year. In one of the first newsletters for each year, parents will be reminded that anti- bullying policy, the student grievance procedures and parent complaint procedures can be found on the school website. The following link will give them access. http://www.sandycrkps.sa.edu.au/policies/Anti-bullying%20policy%202012a.pdf</p>
<p style="text-align: center;">Documented Processes and Forms:</p>	<p>The following forms make up part of the process and may be referred to or completed when dealing with incidences of bullying:</p> <ul style="list-style-type: none"> • Incidents are recorded in the EDSAS behaviour module, this includes the identity number of the victim/s as well as the perpetrator/s. • Behaviour Folder for reporting an incident (staff) • Time-Out Letters to parents/carers giving details of the incident.