



Kalinda Primary School No. 5121

## ***Bullying, Cyber-bullying and Harassment Policy***

### **RATIONALE**

This school is committed to providing a safe and respectful school environment and positive culture where bullying, cyber-bullying and harassment in any of its forms will not be tolerated. Students and staff will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

### **DEFINITIONS**

**Bullying** is when someone, or a group of people deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

**Cyber-bullying** is through direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, or written using the various mediums available or setting up a defamatory personal website or deliberately excluding someone from social network spaces.

**Harassment** is any verbal, physical or sexual conduct (including gestures) which are uninvited, unwelcomed or offensive to a person. Harassment can be seen as one form of bullying. These terms are often interchangeable.

### **Categories of bullying include:**

- Direct physical bullying – hitting, kicking, tripping, pinching, pushing or damaging property
- Direct verbal bullying – name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse
- Indirect bullying – action designed to harm someone's social reputation and/or cause humiliation including: lying and spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance

**Note:** Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

#### **1. Mutual conflict:**

Involves an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. Unresolved mutual conflict can develop into a bullying situation if one of the parties targets the other repeatedly in retaliation.

#### **2. Social rejection or dislike:**

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

#### **3. Single episodes of nastiness or physical aggression:**

These are not the same as bullying. If a student is verbally abused or pushed **on one occasion** they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

## PURPOSE

- To reinforce within the school community that no form of bullying is acceptable.
- To ensure that everyone within the school community is alerted to signs and evidence of bullying as well as reinforce that everyone has a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying and harassment are followed up appropriately and that support is given to all affected parties.
- To seek parental and peer-group support and co-operation at all times.

## GUIDELINES

The school will promote and support safe and respectful learning environments where bullying in all its forms is not tolerated. All members of the school community are expected to play an active role by reporting incidences of bullying, cyber-bullying and harassment

The school will take a whole-school approach focusing on safety and wellbeing. To this end:

- The school will have clear explicit procedures for dealing with bullying, cyber-bullying
- All teachers at this school share the responsibility for addressing bullying, cyber-bullying and harassment through class programs and yard duty supervision and by modelling behaviour consistent with school values
- The school will work in partnership with parents to reduce and manage bullying
- The Bullying, Cyber-bullying and Harassment Policy of the school will be widely promoted to students, staff, parents/carers and the local community
- Implementation of anti-bullying, anti-cyber-bullying and anti-harassment strategies will be consolidated through related school policies including the school's welfare and wellbeing related policies.
- Staff updates will occur periodically to keep staff informed of current issues/strategies for dealing with these matters
- The school's Behaviour Management Policy includes processes and strategies to prevent and respond to incidents of bullying and other unacceptable behaviour
- Matters related to bullying, cyber-bullying and harassment will be treated with confidentiality

## IMPLEMENTATION

### Primary Prevention – the school will:

- Provide professional development, resources, and preventative strategies for staff on bullying, cyber-bullying and harassment
- Increase community awareness and input relating to bullying, cyber-bullying and harassment, its characteristics and the school's programs and response
- Provide access to a range of programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving on site, on-line, or through external agencies
- Monitor yard behaviour and continue evaluation to inform planning and to ensure prompt responses to incidences of unsafe or disrespectful yard behaviour
- Undertake the explicit teaching of interpersonal skills by classroom teachers
- In the first weeks of each school year, the non-acceptance of bullying, cyber-bullying and harassment as well as the consequences are to be discussed in class with students.
- Revise bullying, cyber-bullying and harassment throughout the year as appropriate.
- Ensure teachers are to make students aware of their responsibilities with regard to the Bullying, Cyber-bullying and Harassment Policy
- Implement lessons to develop resilience to bullying, cyber-bullying and harassment.
- Teach relevant Restorative Practice strategies, including the Play is the Way 3R's (Reflection, Repair, Restitution)
- Promote safe and friendly behaviours through Junior School Council
- Make a range of activities available to students at recess and lunch breaks
- Encourage teachers to be models of caring and tolerant behaviour.
- Make new staff, teachers and parents aware of the Bullying, Cyber-bullying and Harassment Policy and procedures at the time of their enrolment/induction.

- **Provide reinforcement and recognition for positive action and appropriate behaviour** utilising:
  - Pupil of the Week awards reflecting PITW key concepts
  - Consistent whole school PITW language
  - Regularly time-tabled PITW games & life rafts to maintain expectations

### **EARLY INTERVENTION**

- Promote the reporting by children and staff of bullying, cyber-bullying and harassment incidents through regular reminders by classroom teachers and leadership
- Encourage parents to contact the school if they become aware of a problem
- Fully investigate and document all incidents or allegations of bullying and harassment with those involved and witnesses

### **INTERVENTION**

- Plan strategically and pro-actively for those students identified through the early intervention strategies, ensuring longer term management
- Fully investigate and document all incidents or allegations of bullying, cyber-bullying and harassment with those involved and witnesses
- Offer counselling and support for all affected parties

### **CONSEQUENCES**

- Consequences for students will be individually based and may involve:
  - Completion of the 3R's process (Reflection, Repair & Restitution) with teacher or leadership
  - exclusion from class
  - exclusion from the yard
  - formal reflection time
  - withdrawal of privileges
  - ongoing counselling from appropriate agency
  - ongoing monitoring
  - school suspension or expulsion
- Support Structures will be available throughout each stage which include:
  - Behaviour Support Plan
  - Reinforcement of positive behaviour
  - Recognition for positive behaviour
  - Communication meetings with parents/carers

#### **This Policy is underpinned by the:**

- Behaviour Management Policy
- Child Safe Policy
- Duty of Care Policy
- Student Engagement Policy
- Student Welfare Policy

**Date ratified by School Council: 20/08/2018**

**Date of review: August 2020**

**Appendix A:** The effects of bullying in all its forms

Student and community actions in response to bullying in all its forms

**Appendix B:** School actions in response to bullying in all its forms

**Appendix C:** Cyber-bullying – positive steps students and parents can take

## Appendix A

### **The effects of bullying, cyber-bullying and harassment:**

- Poor health – anxiety, depression
- Lower self esteem
- Reduced study performance
- Missed classes, social withdrawal
- Reduced career prospects

### **Bullying, cyber-bullying and harassment can often make people feel:**

- Embarrassed or ashamed
- Offended or humiliated
- Intimidated or frightened
- Uncomfortable

**Bystander** – A child who witnesses or knows bullying is occurring, is called a bystander. They require support to deal with what they have seen or know is taking place:

### **Bystander concerns** – include:

- Not knowing what to do or not wanting to make the situation worse
- Not knowing if their actions will make a difference
- Feeling worried about their safety if they intervene
- Feeling worried about the impact of taking action on their friendships
- Being anxious that they will be bullied as a result of intervening.

Research shows that peers are present in 85 percent of bullying incidents at school. Bullying has been shown to stop within 10 seconds when bystanders take positive actions.

**Student and community actions** – in response to incidents of bullying, cyber-bullying and harassment

### **Students who are bullied should:**

- Tell/inform the person you don't like what they are doing and that you want them to stop
- Tell a teacher, Principal/Assistant Principal and give full details of the event
- Tell their parents/carers and give them full details of the event.

### **Student witnesses to bullying should:**

- Model appropriate behaviour using the school's Values.
- Take positive action to intervene in the situation if they feel safe to do so
- Seek teacher assistance and document the incident if requested.

### **Parents should:**

- Listen sympathetically to reports of bullying.
- Speak to relevant school personnel (not the alleged student/s concerned or their parents)
- Cooperatively work with the school in seeking an improved solution.

### **Parent witnesses should:**

- Limit their responses to any incident they have witnessed to appropriate verbal intervention.
- Seek teacher assistance and document the incident if requested

## Appendix B

### School actions in response to incidents of bullying, cyber-bullying and harassment.

#### **The School will:**

- Promptly attend to and report instances of bullying behaviour
- Inform/involve the Principal and Assistant Principal
- Treat all parties with respect and dignity
- Treat information regarding bullying confidentially
- Protect the bullied child from further harm.
- Record what happened.
- Assure the student bullied that the incident will be dealt with.
- Implement the principles of Restorative Practices
- Talk individually and separately to all students involved bullying incidents.
- Follow up meetings with students who have been bullied. The student who was bullied may receive additional support and there may be additional assertiveness training.
- Where necessary, speak to a class without using names in for example through PITW games, circle time, small group meetings, class meeting time etc.
- Communicate with parents of the bullied child to assist their child to avoid being bullied in the future. Keep them informed about progress and the measures taken
- Inform the parents of the child instigating the bullying, cyber-bullying and/ or harassment, and work with them to establish joint strategies for behaviour modification
- Where appropriate/necessary follow the guidelines and procedures contained in the **Behaviour Management Policy** for suspension or expulsion.

#### **Challenging incidents** – In situations of physical violence or intimidation staff should:

- Move student onlookers away
- Separate students with minimal physical contact
- Seek assistance/support from other staff
- Inform the Principal and/or Assistant Principal
- Apply Student Code of Conduct guidelines
- Record details of the incident
- Follow other relevant procedures in the Bullying and Harassment and Behaviour Management Policies

#### **Challenging Students**

- Arrange collaborative case management of students who demonstrate persistent aggression or continued victimisation
- Develop a Student Behaviour Support Plan
- Utilize School Support Officers where appropriate
- Follow other relevant procedures in the Bullying and Harassment and Behaviour Management Policies.

#### **Schoolyard strategies**

- Separation of the school play equipment into group areas (junior, middle and upper)
- Promotion of positive social interaction and directed play– lunch time activities as well as ideas given for games
- Teachers should reinforce positives with verbal praise and values cards. Teachers should listen to grievances and take appropriate action
- Students should follow the school's Student Code of Conduct.

## Appendix C

### Cyber-bullying

#### **Positive steps a student can take in response to cyber bullying**

- Tell an adult – teacher, Principal, Assistant Principal, parent
- Keep a record – include time and date
- Ask parents to contact their phone or internet provider and report what is happening
- If messages are threatening get in touch with the police – cyber-bullying is illegal
- **Do not reply** to bullying messages – it will only get worse if you do. Often if you don't reply the bully will leave you alone.
- **Change your contact details** – get a new user name for the internet, a new email account, new mobile phone number and only give them to people you trust (e.g. family and close friends).
- **Keep your username and password secret** – keep all personal information private
- Respect other people online and offline.
- Don't spread rumours about people or share their secrets, including their photos, phone numbers and passwords.
- If someone insults you online or by phone, stay calm and ignore them.
- "Do as you would be done by"- think how you would feel if you were bullied. You're responsible for your own behaviour – make sure you don't distress other people or cause them to be bullied by someone else.

#### **Positive steps a parent can take to ensure internet and other technology safety for their child:**

- Promote and model appropriate Cyber conduct at home.
- Familiarise themselves with information and communication technology and websites used by their child.
- Have an appropriate agreement with your child on the acceptable use of technology at home, which includes clearly identified and consistent consequences.
- Try to keep computers and other information and communication technology in an open and common area and have filter software installed.
- Actively participate in Anti-cyber-bullying activities.
- Become familiar with, and be alert for, behaviour that indicates that a child may be involved in cyber-bullying.
- If their child is a victim of cyber-bullying assist them to determining the appropriate response using the **Bullying, Cyber-bullying and Harassment Policy** as a guide.