

Policy :	  <p data-bbox="818 495 1007 589">Government of South Australia Department for Education and Child Development</p>
Anti Bullying Policy	
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Date endorsed: 26/10/2021	
Owner:	

Purpose

At Moana Primary School all members of the school community are entitled to a safe, inclusive, secure and caring environment. It is EVERYONE’S responsibility to ensure this happens. Bullying and harassment are hurtful and are issues which are treated seriously as they can adversely affect a person’s ability to work and learn, therefore we work hard to find solutions to reduce bullying. Moana Primary will work with the school community and other services and agencies to support its students in being responsible and productive members of this community. Evidence suggests that the development of resilience and positive self-esteem can help protect people from the harmful effects of bullying, as well as help them build positive peer relationships.

In 2018, the Commissioner for Children and Young People undertook a consultation with Australian children to understand their experiences and perspective about bullying. The children identified that bullying occurs at home, school, online and in public spaces (e.g. bus stops, shopping centres and sporting facilities.)

A YourSAy 2018 public survey identified the following could help prevent bullying:

- 91% families teaching through their actions
- 91% children’s sporting/recreational organisations
- 80% parenting services
- 79% social media and internet companies
- 74% popular media
- 74% police

92% of respondents said adults and community members needed to model respectful and inclusive behaviours.

Definitions

Bullying is an **ongoing** and **deliberate** misuse of power in relationships through 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 be 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 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.

(National definition of bullying, Education Council (2018))

Scope

TYPES OF BULLYING

Harassment

- A behaviour that targets an individual or group.
- A behaviour that offends, humiliates, intimidates or creates a hostile environment.

Discrimination

- Discrimination occurs when people are treated less favorably than others.
- Discrimination is often ongoing.
- Discrimination commonly involves exclusion or rejection.

Cyber bullying

- Bullying that is carried out through internet or mobile technologies.
- May include a combination of behaviors such as pranking (i.e. hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites.

Violence

- 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 acts and can be a single incident, a random act or can occur over time.

FACTORS WHICH BULLYING CAN BE INFLUENCED BY

Individual Factors

- Include child's age, gender, cultural background, religion, sexual orientation and identity, abilities and physical appearance.
- Any characteristic that sets a child apart from the group puts them at greater risk of being bullied.
- For children and young people the social function of bullying can be to enforce what the peer group sees as acceptable.

- What a child's peer group sees as acceptable typically comes from what they see in the wider community.
- One of the ways children learn how to behave is when they observe, imitate and model what they see in their personal life.
- A child who sees an adult engage in aggressive bullying is more likely to learn the same behaviours.

Social Dynamics

- Social dynamics reflect the way that individuals or small groups of people interact with each other.
- There is some evidence that when a child experiences strains or pressures in different settings they can be more likely to engage in bullying. In particular, bullying might increase if there is;
 - family conflict
 - punishment by adults
 - poor peer relationships
 - experiences of developmental trauma or victimisation.

Social and cultural factors

- Social and cultural factors underpin how people in a community or society see themselves and interact with other people.
- This can include media contact through movies, television, newspaper and the internet.

HOW IS BULLYING BEST ADDRESSED?

- Modelling positive, respectful and inclusive behaviours.
- Challenging exclusionary, disrespectful and aggressive behaviours.
- Teaching skills to improve problem solving, conflict resolution and resilience.
- Promoting inclusive environments and communities around children and young people.
- Reducing power inequities in children's social groups.

REPORTING AND RESPONSIBILITIES

Students: *WHAT YOU CAN DO ABOUT BULLYING?*

Who to report it to:

- Talk to a teacher or another adult within the school.
- Talk to your parents or caregivers.

How to report it:

Tell the trusted adult where the bullying happened, how often it has happened and what you have done to try and stop it.

Write a note and leave it at the front office, ask an adult to leave a message on the school's answering machine or send a text to the school text number.

When to report:

Report it in the early stages. Do not leave it too long. When bullying is ignored it may get worse.

IMPORTANT: Keep telling until you feel the problem is improving.

WHAT STAFF DO ABOUT INCIDENTS OF BULLYING?

Listen and talk to the person who has been bullied and the person who has bullied.

Actively work to even the balance, to repair and prevent the repetition of bullying and harassment by using Restorative Practices.

Put negotiated consequences in place if required. Consequences will depend on the nature, severity and extent of the bullying. Consequences may include time out, suspension or exclusion.

Staff may also:

- Support students to deal with conflict.
- Counsel students who have been bullied.
- Counsel and support students who bully others to deal with conflict appropriately.
- Inform parents and caregivers about the situation.
- Set up processes to monitor the situation.

HOW TO RECOGNISE A STUDENT WHO IS BEING BULLIED?

Children affected by bullying and harassment may not talk about it with their teachers or School Counsellor. They may be afraid that it will only make things worse, or that it is wrong to 'dob-in' other students.

When people are bullied or harassed they may feel angry, embarrassed, frightened, humiliated, scared or unsafe.

Some signs a child or young person is being bullied or harassed may be:

- Reduced ability to concentrate and learn
- Refusal to attend school, excuses not to go
- Unexplained cuts, bruises or scratches
- Stolen or damaged possessions/clothing
- Headaches or stomach aches
- Asking for extra pocket money or food
- Acting out, tearful, sadness, lack of interest in usual activities
- Unwillingness to discuss or secrecy about their online communications (e.g. mobile phone texts. Facebook comments)

PREVENTION AND INTERVENTION STRATEGIES

Prevention strategies include:

Using the curriculum to teach students about

- respectful relationships, violence prevention, conflict resolution, anger management and problem solving
- diversity and celebrating differences.
- not to be bystanders, to get involved, seek an adult to intervene if needed.

Ensuring all staff know how to address bullying effectively and respectfully.

Post-intervention strategies include:

Monitoring the situation between the students to ensure their safety and wellbeing are maintained.

Talking with parents or caregivers about ongoing strategies.

Reviewing yard duty procedures to make sure they are effective.

Parents/Caregivers Actions: IF YOUR CHILD IS BEING BULLIED

Listen calmly to your child.

Discourage any planned retaliation, either physical or verbal.

Encourage positive strategies such as

- Using a strong, confident voice
- Staying away from the place where the bullying is occurring.
- Tell the bully "Leave me alone" and walk away confidently.

Let your child know that telling about bullying or harassment is the right thing to do.

If necessary, assist your child in discussing the problem with a teacher.

Parents will support the school in maintaining a safe and supportive environment if they:

- 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 Regional Office if the concerns are not resolved following intervention by the principal.

Policy Statements

DOCUMENTED PROCESSES

- Behaviour notices to parents sent through the student after an Office Timeout or Focus Room.
- DUX/EDSAS recording.
- Play plans, • Re-entry plans or Student Development Plans

Review Date

REVIEW DATE

- Date reviewed: August 2021 Next reviewed: August 2024

References

VALUABLE RESOURCES

- www.bullyingnoway.com.au
- DECD Parent Help Line: 1800 222 696
- Kids Help Line: 1800 551 800
- Child and Youth Health Parent Help Line: 1300 364 100
- kidshelp.com.au