



Peterborough Primary School Anti-Bullying Policy

“Safer DECD Schools Anti-Bullying policy and practices” underpins this policy.

Peterborough Primary School aims to provide a safe, inclusive, supportive and ordered learning environment free from bullying, harassment and violence. Bullying, including cyber bullying, harassment and violence, is not acceptable in this school and will be dealt with seriously and expediently.

Peterborough Primary School will work with the school community and other services and agencies to support its students in being responsible and productive members of this community.

Therefore at Peterborough Primary School we aim:

- To promote pro-active strategies to reduce the incidences of bullying.
- To counter the view that bullying is an inevitable part of school life.
- To provide staff, students and parents with options to respond to bullying.
- To promote positive peer relationships.
- To promote a sense of community belonging and responsibility.
- To create a caring climate which reflects our school values of:

Respect

Responsibility

Kindness

Honesty

= Excellence

Bullying and Harassment:

- May involve hitting, kicking, pinching (physical); name-calling, teasing, threats (verbal); notes, graffiti, text messages, sending films or pornographic images, comments on social networking sites; stand-over tactics, gestures (psychological); rumours, put downs (social exclusion); physical, verbal or non-verbal sexual conduct (sexual).
- Maybe done directly (eg. face to face) or indirectly (eg. via the internet or mobile phone).
- Involves the misuse of power and may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge.
- Has an element of threat.
- Can continue over time.
- Is often hidden from adults.
- Will be sustained if adults or peers do not take action.

Not all distressing or hurtful behaviour is bullying

a single incident of malicious or aggressive behaviour

Bullying and harassment are repeated actions. A single incident may still be responded to as part of the school's behaviour management process as unacceptable behaviour.

dislike

Although social rejection can be hurtful, it is not bullying unless accompanied by repeated and deliberate attempts to distress or hurt.

conflict

Arguments can be distressing but it is not bullying when two people are both upset and neither one is misusing power over the other. Conflict may still give rise to unacceptable behaviour which will be responded to as part of the school's behaviour management processes.

Bystander behaviour

A bystander is someone who sees or knows about child maltreatment, harassment, aggression, violence or bullying that is happening to someone else. Supportive bystander behaviours are actions/words that are intended to support someone who is being attacked, abused or bullied. The actions of a supportive bystander can stop or diminish a specific bullying incident or help another person to recover from it.

Definitions

Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a

group misusing their power over one or more persons. Bullying can happen in person or online and it can be obvious (overt) or hidden (covert).

Bullying of any form for any reason can have long term effects on those involved, including bystanders.

Single incidents and conflict of fights between equals, whether in person or online, are not defined as bullying. However these conflicts still need to be addressed and resolved.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence

Online bullying:

Sometimes referred to as cyberbullying – is bullying carried out through the internet or mobile devices. Not all online issues are bullying.

A student who bullies others may:

- send insulting or threatening text messages
- post someone's personal or embarrassing information online
- create hate sites or start social exclusion campaigns on social networking sites

Harassment

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
- ability or disability

It offends, humiliates, intimidates or creates a hostile environment. It maybe:

- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional

Examples of harassment

Some examples of harassment include where students:

- ridicule someone who doesn't speak English

- tease someone who wears different clothes due to religion/beliefs
- make suggestive comments or insults based on sex
- put down someone who is obese or very thin
- tell offensive jokes deliberately to put down a particular societal group

Discrimination

Discrimination occurs when people are treated less favourably than others because of their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability

Examples of discrimination

Some examples of discrimination include where students:

- exclude children of a different culture from a friendship group
- don't let children of a different race sit near them at lunch
- refuse to include a student with a disability in their game

Discrimination interferes with the legal right of all people to be treated fairly and have the same opportunities as everyone else.

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. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

Types of violence

Violence can fall into three basic categories:

- self-directed violence (eg self-abuse and suicide)
- collective violence (eg social and political violence including war and terrorism)
- interpersonal violence (eg family and intimate partner violence, community violence involving an acquaintance or stranger)

Some examples of violence a teacher may observe include:

- throwing items
- pushing

- grabbing
- kicking
- biting
- hitting with fists
- using a sharp instrument
- hitting with an object
- pulling hair

It is important to remember that bullying and violence are not the same issue. Violence is often an outcome and is certainly an arm of bullying. If bullying can be addressed in its earlier stages then many instances of violence could be prevented. It is important that bullying and violence are treated as separate issues with their own responses, but both issues are as important as each other and both can have a devastating effect on young people.

Responsibilities

Shared Responsibilities to Address Bullying

Bullying behaviour is totally unacceptable at Peterborough Primary School. Everybody within the school community has a shared responsibility to act against bullying. Children, teachers, parents and management are all expected to work together to address bullying. The following responsibilities are actively promoted throughout the school community and assist in building a shared stand against bullying.

Student Responsibilities

If a student feels they are being bullied or has witnessed bullying behaviour they should:

- Tell the person that they are being a bully and to stop the behaviour. (See the 'ACT' Code)
 - Ask the person to stop... but if it continues
 - Collect an eyewitness... but if it continues
 - Take the eyewitness and report it to an adult
- Support the person who is being bullied (see the 'REPORT' Code) and seek support from a teacher at the time of the incident.
 - Respond by caring
 - Eyewitness events
 - Play it cool don't get caught up in it
 - Offer support
 - Remove the victim and report to a teacher
 - Take care of the victim

- Refrain from bullying others
- Report all on-going bullying

Involving bystanders is a very important aspect of reducing bullying. There are often other people who know what is going on and who can actively discourage bullying behaviour.

Teacher Responsibilities

If a student reports a bullying incident or a teacher witnesses incidents of bullying, they should:

- Listen and provide support to the victim by acknowledging the nature and seriousness of bullying behaviour.
- Find out the background and attempt to resolve the incident.
- Complete a Front Office Referral form if appropriate.
- Refer the incident to Principal and / or Student Wellbeing Coordinator if necessary.
- Offer follow-up care and support to the victim.
- Support the school in implementing Student Behaviour Education Procedures.
- Keep Management informed of any on-going bullying.

Management Responsibilities

If a Front Office Referral involving bullying is reported to management, they should:

- Gather information from witnesses / bystanders.
- Offer support / counselling to the victim of the bullying behaviour.
- Offer support / counselling to the child bullying.
- Record and monitor incidents of bullying behaviour.
- Put in place Student Behaviour Education Management procedures as appropriate.
- Contact parent /s of the student who has been bullying others.
- Contact parent /s of the victim.
- Keep the class teacher informed / involved.
- Keep parents informed / involved.
- Encourage victim or witnesses to report similar behaviour if repeated.
- Offer follow-up care and support to the victim.

Parent / Caregiver Responsibilities

If a parent / caregiver believes that their child is being bullied, they should:

- Encourage their child to report any incidents of bullying.
- Try to gather information related to the bullying.
- Contact the school to discuss their concerns as soon as possible.
- Support the school in a collaborative and caring manner.
- Actively participate in meetings in order to address the issues.
- Keep the school informed of any on-going bullying.

- Follow the Parent Grievance Procedures if unsatisfied with the outcome.

If a parent / caregiver believe that their child is involved in bullying others, they should:

- Try to gather information related to the bullying.
- Contact the school to discuss their concerns as soon as possible.
- Support the school in a collaborative and caring manner.
- Actively participate in meetings in order to address the issues.

What we do at Peterborough Primary School to reduce bullying

If an incident of bullying happens at Peterborough Primary School we use prevention, intervention and post-intervention strategies.

Prevention strategies include:

- Using the curriculum to teach students about respectful relationships and honesty.
- Develop programs to help students participate and have a say in their learning.
- Having programs that highlight social skills, language expression, non-violent problem solving and give students skills in emotional intelligence, emotional regulation and aggression management (eg Play is the Way).
- Developing peer connectedness and resilience among students.
- Teaching for and about diversity.
- Providing professional learning for staff.

Intervention strategies include:

- Counselling students who have been bullied.
- Talking with parents/carers about the situation.
- Putting consequences in place for those who bully others.
- Teaching students to be better bystanders.
- Ensuring that all staff know how to address bullying effectively and respectfully.

Post-Intervention strategies include:

- Monitoring the situation between the students to ensure that their safety and well-being are maintained eg bully audits
- Talking with parents/carers about strategies
- Reviewing yard duty procedures to make sure they are effective.
- Reviewing and evaluating behaviour codes and policies.

Proactive Strategies

There are numerous strategies implemented throughout the school, both in individual classrooms and on a ‘whole school’ basis, to address bullying. Some of the main strategies are listed below and these strategies are reviewed on an ongoing basis.

- School wide Bully Audits conducted at least twice a year, in term 1 and 3.
- Individual student development plans negotiated with parent / student / staff to support children.
- School values of RESPECT, RESPONSIBILITY, HONESTY, and KINDNESS leading to EXCELLENCE promoted and reinforced through values based education.
- Class sizes maintained as small as possible.
- Student Counsellor time provided to support students, families and staff.
- Students involved in democratic processes. i.e. class meetings and SRC
- Positive behaviour reinforced through incentive schemes both in individual classrooms and school wide.
- A whole school incentive scheme focussed on promoting our school values. All members of the school community collect Team Value Cards adding to their teams total of monthly points.
- Weekly whole school assemblies to promote successes within the school.
- ‘Student Value Awards’ presented at assembly recognising children modelling our school values.
- Classroom sticker charts may be used in classrooms.
- Cross age tutoring.
- Individual programmes and counselling.
- Work published in newsletter.
- Sending children with good work to the office.
- Circle time to discuss issues and strategies.
- Peer Support Program.
- PALs

Audits

A whole school “Feeling Safe at School” (Bully) Audit will be conducted at least twice a year in terms 1 and 3. Students will complete the Audit individually in the classroom. If a child is unable to complete the form they are able to or receive assistance from their teacher or classroom assistant. The form asks the students to identify times they may feel unsafe at school; both in the class and in the yard.

The results of the audit will be complied and collated before sharing with the Governing Council, staff and SRC. If students have been identified as being involved in bullying or been a victim of bullying a Parent Meeting will be held and a Student Development Plan may be established to support the child/children involved.

Students will be trained in identifying unsafe behaviours (such as bullying) using a variety of explicit programs including:

- Keeping Safe Curriculum
- Play is the Way - Life Raft Activities
- Bounce Back or similar programs

Policy Updated 2015

_____ (date _____)

Policy Review 2018

Chair Governing Council