

# NURIOOTPA PRIMARY SCHOOL



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## **1. Statement - Anti-bullying Policy Rationale**

At Nuriootpa Primary School we aim to show and build in our community the shared values of RESPECT, RESPONSIBILITY AND EXCELLENCE. We have Codes of Conduct for all groups in our school community that reflect these.

We also have a set of principles that guide our actions. Amongst these are the following;

- In order to build a positive learning culture focussed on continual improvement and growth for all we believe that the behaviours, skills, attitudes and practices of all members of the learning community need to be clearly and consistently aligned.
- We must engage and 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, including bullying disadvantaged children, racial, sexual and homophobic bullying. We will adhere to the guidelines of this policy in such events in order to actively protect our students and promote a safe, healthy, caring learning and social/emotional environment.

## **2. Definition of bullying**

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. Cyber-bullying refers to bullying through information and communication technologies such as the internet and mobile phones.

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.”

Definition from National Safe Schools Framework – Resource Manual MCEECDYA 2011

## **3. Reporting and Responsibilities**

At Nuriootpa 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. All staff, students and community members who are victims of bullying should use the student, parent or staff grievance procedures to alert the responsible people to their problem.

### **Aims:**

- To raise awareness amongst the school community about bullying.
- To actively oppose 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.

### **Rights:**

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

### **The Principal and Leadership Team:**

- To support, promote, maintain and review bullying policy and procedures.

- To develop and maintain a bully free culture in the school through establishing a range of student to student support programs.
- Actively follow up incidents.
- To provide rigorous leadership based on inquiry of bullying incidents.
- To communicate effectively with school staff concerning incidents of bullying.
- To communicate effectively with the parents/caregivers of both victims and perpetrators of bullying.
- Complete and enter into our school records appropriate documentation of incidents of bullying.
- Report incidents of serious violence and cyber bullying to the family of the victim immediately and then to the Police.
- Report each term to Governing Council on the updated statistics for bullying and violence incidents at the school and measures taken to address them.

**All Staff will:**

- Be familiar with the school's bullying policy and procedures.
- Be trained in pro-active anti-bullying strategies, and update their skills at their annual Induction in Week 0 of Term 1.
- 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 Leadership team.
- Document identified bullying incidents on the school behaviour incident forms.
- Document incidents of serious violence on the behaviour and critical incident forms.
- Communicate with Parent/Caregivers.

**Parents/Caregivers should:**

- Support the school.
- Make themselves available for contact by phone.
- 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.

**Parents who witness bullying should:**

- Not take matters into their own hands.
- Speak in a calm, respectful manner with school staff.
- Speak to relevant school staff (not the students concerned).

**Students who are bullied need to:**

- **Communicate as soon as possible after the event, and either face to face or in a written form if preferred, with an adult they trust eg staff member or parent**
- Have an expectation they will be believed.

**Students who witness bullying should:**

- 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.
- Support the person being bullied.
- Document if requested by staff.

**4. Recognising the signs of bullying and characteristics of children who can be targeted by bullies:**

Any student can become the target of bullying. Research suggests students who are frequently bullied are more likely to:

- feel disconnected from and dislike school
- lack quality friendships/relationships with peers and teachers at school (but not

necessarily outside school)

- display emotional behaviours that indicate vulnerability (eg look sad or anxious and cry, or become angry easily) and a lack of resilience
- be less accepted by peers, avoid conflict and be socially withdrawn
- have low self-esteem
- be relatively non-assertive
- lack confidence and skills in effectively interacting with peers
- be less likely to have other children come to their defence when they are bullied

### **5. Other considerations**

Students who are bullied may be different in some way, for example:

- they have an unusual characteristic,
- they have their family origins from a minority social, cultural or religious background,
- they are protected under the Guardianship of the Minister,
- they are intellectually disadvantaged or gifted,
- they are same sex attracted,
- they choose to dress differently,
- they have different musical preferences or
- have a disability of some kind

Students who are bullied are more likely to come from family backgrounds in which there is parental conflict and disharmony. They are more likely to have parents who tend to be restrictive, over-protective, controlling and over-involved with their children. However, many students who are bullied *do not* come from families with these characteristics.

Adapted from National Safe Schools Framework – Resource Manual MCEECDYA 2011

### **6. Actions – Responding to bullying incidents**

All parties are expected to:

- 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.
- Promote students' sense of concern and responsibility.
- In cases not resolved by other means, involve clear and consistent individualised consequences for engaging in bullying behaviour that promote awareness, empathy, and skill development and do not reinforce the aggressive exertion of power.
- Participate in clear recording of incidents through formalised procedures.
- Encourage students to problem-solve responses.
- Incorporate Restorative Justice Practices.

#### **Responding to bullying incidents**

Consequences may involve:

- 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.
- School Service.
- Referral to Interagency Student Behaviour Support.
- Referral to support agency eg CAMHS, Families S.A.

- Reporting to Child Abuse Report Line if appropriate.
- Ongoing counselling.

**Positive consequences:**

- 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 in regard to bully free learning areas.

**7. Prevention, intervention & coping strategies**

- A working action plan outlining short and long term goals, incorporating student voice.
- Development of student action 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.
- Anyone identified through Bullying Surveys or incidents will be counselled.
- Victims offered counselling.
- If bullying is ongoing, high level or involves serious violence, parents/ caregivers will be contacted and consequences implemented consistent with the School Behaviour Code.

**Whole school strategies to reduce and prevent bullying**

- 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.
- Change the “don’t do” culture through explicit teaching of conflict resolution skills at all levels and development of shared responsibility for the welfare of others.
- Model and teach students to value and respect others.
- Provide Parent/Caregiver, student and staff workshops.
- Newsletter items focussing on specific values and positive behaviour.
- The whole school bullying policy is clearly communicated to the entire school community through as many channels as possible.(See below)
- Regular review and reflection regarding programs.
- Conduct regular bullying surveys and reflect on the results by identifying significant areas of need.
- Successful behaviour programs that acknowledge appropriate, safe behaviour.
- Implement appropriate whole school programs such as Friendly Schools or similar appropriate to the age of the students.
- School Counsellor will work alongside class teachers and together provide an anti-bullying program that is developmentally appropriate.
- Skill students to confidently use and understand Grievance Procedures

**8. Training and development – getting the message out into the community**

As outlined above, this will occur:

- For staff members, annual training at the beginning of each school year and as an induction for new staff during the school year
- For children, through explicit teaching of our anti-bullying curriculum by the counsellor and class teachers
- For parents, through newsletter articles, workshops etc

**9. Distribution List of this Anti-Bullying Policy**

Parents -This policy can be viewed on the School’s website by parents.

Staff members - can access it on the school Intranet and in their annual Induction Training in Week 0 of each year.

Students and their families -Early in each school year, every family at the school will receive a package which includes a Home-School Partnership Agreement. 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. Information about these is also included in every students school diary.

**10. Review date:**

This policy will be reviewed annually by the Governing Council following consultation with students, parent/caregivers and the wider community.

This policy was initially passed by Nuriootpa Primary School Governing Council on 27/2/2012.

It is due for review in Feb 2015. Slight modifications were presented to council in March 2012.

**11. Documented Processes and Forms:**

The following forms make up part of the process and *may be* referred to or completed when dealing with incidences of bullying: Incidents are recorded in the EDSAS behaviour module, this

includes the identity number of the victim/s as well as the perpetrator/s.

Behaviour Form for reporting an incident (staff)

Think Room Sheet for student reflection on their behaviour

Think room communication slip for students diaries.

**12. Useful websites and resources on dealing with bullying:**

National Safe Schools Framework– Resource Manual MCEECDYA 2011

<http://www.bullyingnoway.gov.au/>

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**Government of South Australia**

Department for Education and  
Child Development