



Killara Primary School Anti-Bullying Policy

PREFACE

Definitions:

School Environment

The school environment includes classroom and specialist spaces, digital learning spaces, communication using digital technologies, and situations when students are outside the classroom, such as travelling to and from school and in the playground.

DEFINITION OF BULLYING

BULLYING IS A REPEATED BEHAVIOUR THAT IS DELIBERATE, HURTFUL AND AN UNJUST USE OF POWER.

Someone, or a group of people, deliberately upsetting or hurting another person or damaging their property, reputation or social acceptance on more than one occasion.

An imbalance of power in incidents of bullying may occur with the bully or bullies having more power at the time due to age, size, status, number of persons in a group or other reasons.

Types of bullying

There are four broad types of bullying:

Direct physical bullying: includes hitting, kicking, tripping, pinching, throwing objects and pushing or damaging property.

Direct verbal bullying: includes name calling, insults, teasing, intimidation, making threats, homophobic or racist remarks, or verbal abuse.

Indirect bullying: is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.

Indirect bullying includes:

- 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.

Cyberbullying: is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

What bullying is not:

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

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

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

Single-episode acts of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people 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.

Unacceptable Behaviour: Unacceptable behaviour in the school environment refers to a wide range of behaviours that are not acceptable or appropriate, as outlined in our Student Engagement Policy. This includes harassment, discrimination and a threat or act of violence that is not deliberate or repeated.



Killara Primary School Anti-Bullying Policy

Rationale:

Killara adopts a whole school approach to creating a safe and supportive learning community which acknowledges the strong interconnections between student safety, student wellbeing and learning. We do not tolerate harassment or bullying in any form.

Purpose:

The purpose of this policy is to educate all members of the Killara School Community about bullying. It defines terms and outlines preventative and intervention strategies that assist in creating a safe and supportive learning culture.

Description:

Rights

All students have the right to be safe and comfortable at school.

All students have the right to learn and do as much work as possible.

Responsibilities

Do the right thing (Personal Responsibility)

Encourage others to do the right thing (Communal Responsibility)

Killara Primary School will adopt a four-phase approach to preventing or intervening on a whole school level

1. **Prevention:** strategies and procedures designed to prevent bullying and to build resilience and anti-bullying skills
2. **Early Intervention:** approaches that intervene in bullying when it is reported to support both bully and victim
3. **Intervention:** approaches and strategies that intervene with students who continue to demonstrate bullying behaviours
4. **Post-intervention:** approaches and strategies that provide for on-going monitoring and support for victims and bullies

Implementation:

1. Prevention

We will:

- Define bullying with students at each year level at the start of the school year and on a regular basis so that they understand bullying behaviour and its effects on others
- Teach the "It's okay to tell" mantra to encourage students to report incidents of bullying behaviour involving themselves or others, with regular reminders from classroom teachers
- Model and promote our values of Caring, Acceptance, Responsibility, Excellence, Support and Teamwork
- Promote positive, caring and respectful relationships
- Recognise positive student behaviour using a range of strategies e.g. Good Citizen's Award, Pupil of the Week, Classroom incentives, verbal recognition for positive choices made by pupils
- Explicitly teach for social and emotional skill development (e.g. listening, negotiation, sharing, empathic responding) in the school curriculum and the 'You Can Do It' Program P-6 that promote:
 - student rights and responsibilities in the classroom and in the yard clearly documented, displayed and implemented.
 - safe and friendly behaviours through signs and posters displayed around the school
 - a range of opportunities for student ownership and decision-making through student voice and implementation of student surveys, student leadership, and the Buddy Program
 - positive by-stander behaviours where by-standers witnessing an incident actively discourage and report incidents of bullying behaviours
- Provide a range of activities to engage students at lunch breaks
- Develop and implement risk prevention plans for the safe use of digital technologies in the classroom including Technology Safe Usage agreements, implementation of the eSmart Program and internet safety awareness information for parents
- Provide Professional Development for staff to revise the 'You Can Do It' program annually and to cater for emerging changes in research and technology relating to student safety and wellbeing, bullying, harassment and the strategies that counteract these in accordance with DEECD guidelines
- Encourage parents, carers, guardians and extended family to model and teach their own children about appropriate behaviour and respectful relationships at home through school communications or on the school website
- Encourage parents to communicate concerns or issues directly to the school using the school procedures; to report firstly to the classroom teacher before seeking further assistance. (For more details see Appendix 2)

2. Early Intervention

We will:

- Act in accordance with Parent, Staff and Student Codes of Conduct
- Encourage students to deal with issues as they arise using a range of strategies including communicating with others if they believe their rights are being infringed by using positive “I” statements e.g., “I don’t like it when you ..., it makes me feel..... so what I want you to do is.....” or by seeking teacher assistance to solve the problem
- Seek to resolve issues as they occur with students
- Implement research-based positive behaviour management approaches which will involve Restorative Practices and the Method of Shared Concern (*see Appendix 1*)
- Remind students to report incidents, with the understanding that reporting is not dobbing but ‘defending our buddies’ (DOB) by keeping everybody safe
- Contact parents in regard to issues reported concerning their child
- Encourage parents to maintain confidentiality whilst allowing the matter to be dealt with according to behaviour management approaches
- Implement a range of strategies and approaches which will empower students to prevent cyberbullying
- Monitor and record in Yard Duty Log incidents of unsafe, disrespectful behaviour directed at another student and reports of bullying behaviour to ensure prompt responses to incidents.

3. Intervention

We will:

Record, investigate and follow up all incidents or allegations of bullying

- Both bully and victim offered counselling and support, as deemed necessary
- Parents will be contacted for a formal meeting to discuss behaviours, consequences and plans for improvement

Implement consequences for bullying behaviour

- Consequences for students will be individually based and may involve:
 - exclusion from class
 - exclusion from the yard
 - withdrawal of privileges
 - ongoing monitoring
 - ongoing counselling
 - suspension

Provide appropriate intervention to students identified as requiring support and/or skill development.

These may include:

- behaviour agreements
- behaviour management plans
- ongoing and follow-up support to individual students
- referral to outside agencies as deemed necessary.

Inform staff of current issues regarding bullying.

4. Post Intervention

We will:

- Monitor ongoing behaviour of students involved in incidents of bullying
- Monitor, follow up and support the well-being of affected parties as necessary
- Reinforce positive changes in behaviour
- Liaise with agencies to extend support to students as needed.