

# Anti-Bullying Policy



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# Anti-Bullying Policy

## Statement

Robertstown Primary School will 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.

The 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.

Robertstown Primary School Values are Caring, Respect, Responsibility, Getting Along and Honesty. We will endeavour to embed these across all areas of learning and through our school's Code of Conduct.

# Anti-Bullying Policy



## Definitions

### NATIONAL DEFINITIONS DEVELOPED BY THE MCEEDYA SAFE AND SUPPORTIVE SCHOOL COMMUNITIES MANAGEMENT GROUP

#### Definition of Bullying

Bullying is 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.

Conflict 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 of 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 and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

#### Definition of Discrimination

Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

#### Definition of 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 or unprovoked acts and can be a single incident, a random act or can occur over time.



# Anti-Bullying Policy

## Reporting & Responsibilities

### Students

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.
- Support the person who is being bullied and request help from a teacher at the time of the incident.
- Report behaviour to class teacher or a teacher of student's choice or Principal as soon after the incident as possible.
- Refrain from bullying others.
- Students may choose to talk to the Pastoral Support Worker (PSW).

### Teachers

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

- Listen and provide support to the target of the bullying by acknowledging the nature and seriousness of bullying behaviour.
- Find out the background and attempt to resolve the incident.
- Fill out a report form (Admin Level Behaviour Incident Form) if appropriate.
- Refer the incident to the Principal if necessary.
- Offer the student the option of talking to the Pastoral Support Worker (PSW).
- Provide support to targets of bullying.
- Inform parents.

### Principal

- Provide support to targets of bullying.
- Record and monitor incidents of bullying behaviour.
- Put in place anti-bullying procedures as appropriate e.g. ask the perpetrator to acknowledge the behaviour and agree to stop it (see Restorative Agreement).
- Arrange a Restorative Justice Conference if appropriate.
- Contact parent of the student who has been bullying another/others.
- Encourage target student to report similar behaviour if repeated.
- Keep class teacher involved.
- Ensure that appropriate community information workshops are organised to teach about bullying.
- Report Bullying Data and Bullying programs/initiatives to the school community via Governing Council, School Website and newsletter.
- Follow up with victims and perpetrators of bullying.

### School

- Dissemination of Policy and Procedures (to whole school community).
- Inclusion in Curriculum of whole school agreed anti bullying programme.

## **Parents and Caregivers**

- ❑ Encourage students to discuss the effects and consequences of bullying.
- ❑ Encourage students to report any incidents of bullying.
- ❑ Contact school if you are aware that any child is being bullied or suspect that it is happening.
- ❑ Attend parent workshops and information session on bullying and harassment arranged by the school.

## **Actions**

### **Step 1— Warning**

Bullying behaviour will be reported to the Principal who will give a warning and record student name and inform parents/caregiver. A Restorative Conference (see page 6) held and Agreement made, if appropriate. Any physical bullying will progress to Step 2.

### **Step 2— Consequences**

If found to be bullying again, the following consequences will be enforced:

In school isolation

Parents contacted

A community Police Officer may come and talk to student, if appropriate (parents contacted).

### **Step 3— Continued Bullying and Severe Cases**

For severe cases of bullying or at a stage determined by the Principal, the following consequences will be enforced:

Immediate internal suspension including recess and lunch

Parents / student/ Principal interview

Further consequences plan determined at interview eg:

- Further in-school isolation
- After school detention

Suspension consequences explained.

### **Step 4— Suspension**

If bullying continues parents will be phoned and required to come to the school.

Severe cases involving physical bullying are accelerated through these stages. Physical assaults will be reported to police.



# Anti-Bullying Policy

## Restorative Conferencing

Recognises that bullying is a violation of people and relationships and aims to identify obligations and promote restoration and healing.

- It is a way of responding to conflict which –
- supports those affected
- allows for understanding of the wrong doing
- gives ownership of the problems created
- gives people the chance to fix things with support
- respects people and leaves their dignity intact.

Teachers need to do the background research into the incident/s and the offender needs to accept responsibility for their behaviour before a successful restorative conference can be held.

### Restorative Conferencing notes

A conference is set up by a Teacher / Principal between all parties involved which includes peer support i.e. SRC rep/ friend

The aim of the conference is -

1. To allow the target to express their feelings so that the impact of the behaviour is felt and understood by the offender.
2. To allow the person accused of bullying to acknowledge the behaviour, accept responsibility and agree to change it.

An Agreement, which has outcomes that satisfy all involved, is the aim. A template copy of the Restorative Agreement can be found in the Appendix.

They are asked the questions below in the order the convenor of the meeting thinks will produce the best outcomes.

They will be told the questions they will be asked before the meeting so they have time to reflect on them.

The meeting convenor will take notes of the answers and outcomes on the Restorative Agreement form.

### Restorative Conference Questions

1. What happened? What were you thinking at the time? What do you think about it now?
2. Who was affected?
3. What needs to be done to fix this? We agree that...
4. How will we handle things if this happens again?



# Anti-Bullying Policy

## How to recognise a student being bullied

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

Some signs that a student is being bullied or harassed may include:

- 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, tearfulness, depression

# Anti-Bullying Policy



## Annual Agreement to the School's Code of Conduct

Each year in Term 1, a copy of the Anti-Bullying Policy and the school's Student Code of Conduct will be sent home to families.

Students and families are asked to agree to these by signing an acknowledgment as follows:

(Parent / Caregiver Name/s) \_\_\_\_\_

I/We have read and understand the Robertstown PS Student Code of Conduct and Anti-Bullying Policy with my/our child/ren (Name/s \_\_\_\_\_) and agree to abide by the expected behaviours listed within them.

Signed \_\_\_\_\_



# Anti-Bullying Policy

## Prevention, Intervention & Coping Strategies

The following programs are to be provided to support students annually:

**Values Education** related to RPS values of Caring, Respect, Getting Along, Responsibility and Honesty (using programs such as Bounce back, Friendly kids- friendly classroom, Circle Time, Program Achieve, Bully proofing your school etc)

**Child Protection Curriculum** (compulsory)

### **Other:**

Reporting Abuse and Neglect – as required

Restorative Practices PD – as required

Anti- Bullying PD – as required.

## Distribution List

Governing Council

Parents

Each Classroom & Staffroom

Website

Enrolment packs

Regional Office

## Review Date

Term 1 annually.

## Other

Reports of bullying can be made directly to the Principal

Ph: 8581 7127

Or email; [angela.jenkins209@schools.sa.edu.au](mailto:angela.jenkins209@schools.sa.edu.au)

A child friendly summary version of this policy is available as a brochure on the website and in annual family / enrolment packs.

A child friendly Incident Report form is available from the Front Office.

# Anti-Bullying Policy



## Appendix

Restorative Agreement Form	Pg 11
Whole School Bullying Survey	Pg 12-13
Admin level behaviour incident form	Pg 14

# ROBERTSTOWN PRIMARY SCHOOL

Restorative Agreement between:

Date:

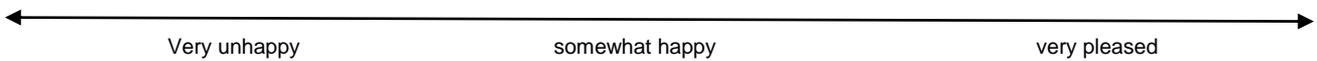
<p><b>What happened?</b></p> <p>What were you thinking at the time? What do you think about it now?</p>
<p><b>Who was affected?</b></p>
<p><b>We agree that:</b></p> <p><b>What needs to be done to fix this?</b></p>
<p><b>This agreement will be monitored by</b></p>
<p><b>If the agreement is followed</b></p>
<p><b>How will we handle things if this happens again?</b></p>
<p><b>Signed:</b> Principal _____ Class Teacher _____ Students _____ Parents (if applicable) _____</p>



**6. What action did you take when you were bullied or were told about the bullying incident?**

**7. What happened after that?**

**8. How happy were you with this result?**



**9. Would you like more information about bullying?**

- What is bullying?
- How can I help someone when I find out they are bullied?
- How can I help someone when I find out they bully others?
- Other questions or comments:

## Admin Level Behaviour Incident Report

<b>Date of Incident :</b>
<b>Time of Incident :</b>
<b>Place of Incident:</b>
<b>Students involved including year and class:</b>
<b>Teacher involvement/observation (if any):</b>
<b>Student's comments:</b>
<b>Actions taken:</b>
<b>Parent contact and responses:</b>
<b>Recorded on EDSAS:</b>