



Anti-bullying policy

1. Karcultaby Area School expectations;

- school will be a happy, safe and caring environment which is free from bullying, harassment and violence
- everyone has a right to be accepted and treated with fairness,
- everyone will show respect for themselves and others,
- everyone is responsible for their actions and words,
- a culture of positive behaviour will be built through active collaboration with families, students and staff.

Definition of bullying and harassment:

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 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 or for any reason can have long-term effects on those involved including bystanders. (DECD, 2017)

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; and/or 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.

*While children will often tease or sometimes fight physically with each other, this bickering should not be confused with bullying. **Bullying is targeted, intentional and repeated.***

Bullying and harassment can take many forms including;

<p>Physical:</p> <ul style="list-style-type: none"> · Hitting, kicking, punching, pushing, shoving, spitting, tripping 	<p>Psychological:</p> <ul style="list-style-type: none"> · Threatening by either verbal or physical means · Stalking or following · Making rude gestures · Taking or damaging something which belongs to someone else · Forcing others to hand over food, money or something which belongs to them · Making someone do something they don't want to do
<p>Verbal: (including the use of technology and social media)</p> <ul style="list-style-type: none"> · Name calling · Teasing · Threatening · Making fun of someone because of their appearance, physical characteristics or cultural background · Making fun of someone's actions · Annoying others over and over again. 	<p>Social and emotional: (including the use of technology and social media)</p> <ul style="list-style-type: none"> · Excluding others from the game or group · Spreading untrue stories about others · Following people around · Writing or posting incorrect or unwanted information about others · Unwanted texting, photographing or videoing of others (mobiles).
<p>Sexual or racial harassment may include:</p> <ul style="list-style-type: none"> · assault (ranging from unwanted touching to violent and verbal incidents) · persistent and unwelcome invitations for sexual favours or for social comment · smutty jokes, innuendo and suggestive comments, leering and ogling, belittling jokes/comments/put downs · displays of sexually graphic materials or physical movements · suggestive comments about a person's private life or sexual preference · remarks about a person's physiology, cultural or family background 	<p>Cyberbullying – viewed as most of the above delivered through means of technology, eg computers, mobile phones.</p> <ul style="list-style-type: none"> · Technology may be considered and not limited to chat rooms, instant chat messaging, social media such as Facebook and Twitter, email, text messages or using other web sites.

2. Reporting and responsibilities

How to recognise a student being bullied

Students who are being bullied or harassed may not talk about it with their teachers, friends or families. They may be afraid that it will make things worse or think they are “dobbing”.

Some signs that a student is being bullied may be:

- Unexplained cuts, bruises or scratches
- Damaged or ripped clothing
- Vague headaches or stomach aches
- Refusal to go to school
- Change in behaviour
- Asking for extra money or food
- Tearfulness, anxiety or difficulty sleeping
- ‘hiding’ information on mobile phones, emails or social networking sites

How is bullying reported?

Bullying can be reported by anyone (staff, student, parent, family member) to a member of staff including the principal, teacher, SSO and pastoral care worker or to a parent or other family member or a trusted adult. Details of an incident may be written down or explained face to face.

When to report.

Reporting of an incident should occur as soon after the incident as possible. This gives the school the best opportunity to follow up the incident and intervene.

Responsibilities of leaders and staff:

- To model appropriate behaviours at all times,
- To ensure that children are supervised at all times,
- To ensure students feel comfortable reporting an incident and to support them to follow the processes,
- To raise awareness among students about the importance of positive relationships and the impact of bullying and harassment,
- To deal with all reported and observed incidents as soon as they are identified,
- To report incidents to leaders as soon as they are identified,
- To ensure all incidents are investigated thoroughly and documentation is obtained from all people involved.
- To be involved in continually reviewing school procedures to ensure safety for all.

Responsibilities of students:

- To ‘tell’ if they are being bullied or if they see someone else being bullied – at school, on excursions, school events or on the bus,
- To help someone who is being bullied –be an active bystander by seeking help or supporting someone else to seek help,
- To not bully others -be responsible for their actions and words,
- To speak assertively to the bully.

Responsibilities of the families:

- To model appropriate behaviours to deal appropriately with bullies,
- To watch for signs that their child may be being bullied,
- To speak respectfully with a staff member if they know or suspect a child is being bullied,
- Ensure their children feel comfortable knowing it is okay to ‘tell’ if they or someone else is being bullied,
- To discuss with children, appropriate strategies that could be used to deal with bullies.

3. Actions

Preventative strategies;

Staff will:

- Openly talk about bullying and harassment – what it is, how it affects us and what we can do about it.
- Teach students the skills which will build their self-esteem and empower them to resolve conflict situations and give them opportunities to practise these skills. This will involve the use of the Child Protection Curriculum.
- Manage and supervise classrooms and outdoor areas effectively and encourage respectful behaviour.
- Encourage and support students to understand the importance of speaking out against bullying and give them strategies to do this confidentially.

Intervention strategies;

Leaders and staff will:

- Respond promptly to all incidents initially by listening to the person being bullied, seeking further information from others when required and discussing appropriate problem-solving strategies and speaking with parents/families,
- Speak with the student who has done the bullying and use appropriate strategies and consequences including warnings, social skills programs, mediation, disciplinary action, counselling, suspension, exclusion, parental/family involvement and support from other agencies if required, including the police.

Resolutions and/ or consequences will be determined depending on;

- severity of the behaviour,
- frequency of the behaviour and/or history of previous behaviour,
- age, disability, trauma and mental health.

Post-intervention strategies

Staff and leaders will:

- Monitor the situation between the students to ensure that their safety and wellbeing is maintained.
- Follow up support for students who are victims or perpetrators of bullying to ensure they feel safe at school and remain connected to the school following an incident.
- Talk with parents or caregivers about strategies.
- Review and evaluate behaviour codes, procedures and policies to make sure they are effective.
- Continual professional learning to support staff in effectively implementing this policy.

Under the Regulations pursuant to the Education Act, Principals can suspend or exclude students from school if they... act in a manner that threatens the safety or wellbeing of a student or member of staff or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person).

Principals can use these Regulations for incidents that occur off-site and/or out of school hours, if another student's safety or wellbeing has been threatened, this is particularly relevant in cases of cyber bullying and violence.

4. Communication

This policy will be part of the information pack sent home to families at the start of each year. It will be reviewed annually and the current version will be available on the school website with reminders of its availability documented in the newsletter. Staff, students and the governing council will be part of the review process.

Any bullying incidences that are dealt with will be recorded and kept according to information sharing guidelines and DECD record management procedures.

Supporting documents

DECD and school sexual harassment policy

Code of positive behaviour

DECD Response level and types of behaviours

POLICY ENDORSED

Governing Council: 29/8/2017

REVIEW DATE: 2018