

Light Pass Primary School Anti-Bullying Policy



All students, staff and parents have

the right to:

- be treated with courtesy, kindness and respect
- express feelings and opinions respectfully
- work and play in an atmosphere of harmony and cooperation
- expect that there will be respect for the rights of all involved
- be valued as an individual
- learn in a supportive atmosphere

the responsibility to:

- treat others with courtesy, kindness and respect
- actively listen to others
- maintain a safe and secure school environment
- develop and take responsibilities for their own actions
- value others, for their individual differences and similarities
- work to achieve their personal best whilst allowing others to do the same
- not take part in bullying or harassment in any way – zero tolerance
- report incidents of bullying or harassment
- understand and not tolerate the participatory role of bystanders

Our Commitment

At Light Pass Primary School we have a strong commitment to preventing bullying and harassment in the school. We are committed to the use of a combination of many approaches, as we believe there is no one simple strategy to achieve a safe and harmonious environment.

The staff use a variety of strategies and programs to develop and enhance students' personal and social capabilities. The following is a summary of those used to promote social competence and an anti-bullying/harassment environment.

- All students are acknowledged and valued as individual regardless of gender, racial, cultural, religious, physical or intellectual differences
- All teachers develop and foster positive relationships with students and families
- All teachers communicate and interact effectively with students and engage in cooperative problem-solving relationships to address issues of bullying or harassment
- The provision of an engaging curriculum targeted to the learning needs of the student
- All students participating in the Keeping Safe: Child Protection Curriculum
- Positive Education methodologies and language integrated across the curriculum
- Yard supervision –before and after school and during recess and lunch play
- A Student Representative Council which influences decisions related to the improvement of learning and play at the school
- Successful, Responsible and Caring school values reinforced in classroom programs and student acknowledgements
- School Chaplain who runs individual and small group social skills programs



Bullying – A definition

Bullying is a pattern of behaviour by one person or a group towards others, which is designed to hurt, injure, embarrass, upset or cause discomfort.

It can be:

- Physical aggression
- The use of put-down comments or insults
- Name calling
- Deliberate damage to the person's property or reputation
- Deliberate and repeated exclusion from activities
- The setting-up of humiliating experiences
- Abusive material sent via social media, phone messages or notes

Bullying is different from simple social rejections, one off aggression/nastiness and mutual conflict. Bullying is a repeated unjustifiable behaviour that may be physical, verbal and/or psychological that is intended to cause fear, distress or harm to another. It is conducted by a more powerful individual or group against a less powerful individual who is unable to effectively resist. Bullying can be both direct (open and overt) and indirect (covert).

Harassment – A Definition

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour or a single act.

Reporting Bullying and Harassment

Reporting incidents of bullying or harassment should occur as soon as possible after the incident/s. This gives the school the best opportunity to respond to the report and intervene to support the students involved.

Students and parents may choose to report incidents of bullying or harassment, including cyber bullying, to the class teacher in the first instance and if the incident is serious or unresolved, to the principal or to someone on the school's staff in whom they have confidence. It is difficult for staff to respond to bullying or harassment if they are unaware of it; therefore reporting of incidents is always encouraged.

Students and Parents may find it helpful to write down the details of the incident as a first step. A face-to-face discussion is usually the best way of reporting an incident and, if they are dissatisfied with the outcome, they can follow up with a written statement with the request for a further meeting. If seriously concerned about the manner in which the school is dealing with an incident, a parent can contact his/her local Regional Office for support.

If a child reports an incident of harassment or ongoing bullying it is important to remain calm and encourage them to recount what has happened. This should include what has happened, who was involved, when and where it happened and the names of any witnesses or bystanders. Students who witness bullying or harassment of others are encouraged to report it to a member of staff.

Parent Support

Children who are being bullied or harassed may not talk about it to their teachers. They may be afraid that it will make things worse or that it is wrong



to “tell tales”. This is why parents and caregivers play an important part in helping the student and school respond to bullying and harassment. A change in behaviour may indicate that the student is being bullied or harassed.

Some signs that a child is being bullied or harassed may be:

- Unexplained cuts, bruises or scratches
- Damaged or ripped clothing or property
- Vague headaches or stomach aches
- Refusal to go to school
- Tearfulness, anxiety or difficulty sleeping
- Hiding information on mobile phones, devices or emails

Responding to Bullying and Harassment at School

All leaders and teachers have a responsibility to investigate, respond to and monitor incidents of bullying and harassment. The facts will be ascertained using a range of strategies which best suit the child’s age and emotional state. This may include drawings, written accounts, group interviews or one-to-one interviews and other verification techniques.

Strategies the school will use to respond to a confirmed incident of bullying or harassment are:

- Record any statements from the recipient of bullying/harassment and witnesses
- Record any statements from the student who allegedly bullied/harassed
- Contact the parents of the recipient, and the student who bullied, to discuss the incident/s
- Implement strategies and processes which support students to modify their behaviour and make safer choices. This may include sanctions or consequences such as suspension and exclusion depending upon the age, intellectual/emotional development of the child and severity of the bullying/harassment
- Provide support and, where necessary, the opportunity for counselling for the recipient and the student who bullied/harassed
- Use Restorative Practices to repair and strengthen relationships
- Develop an Individual Behaviour Management Plan, where necessary, for the student who bullied/harassed and the recipient, to promote and establish positive peer relationships
- Monitor and record the situation on an ongoing basis
- Advise all involved that they may make additional reports if they are not satisfied that the issue has been resolved

Website resources that parents/families may find useful:

Kids Helpline www.kidshelpline.com.au

Bullying No Way! www.bullyingnoway.com.au

Department for Education Parent information page – Bullying and Cyber Safety

www.education.sa.gov.au/

Parenting SA Parent Easy Guides www.parenting.sa.gov.au

Australian Communication and Media Authority’s advice for parents www.cybersmart.gov.au

Reviewed: June 2018

