



# Light Pass Primary School Anti-Bullying Policy

## Belief statement:

At Light Pass Primary School, bullying is not acceptable and will be dealt with seriously and expediently. We have a 100% commitment to safety of all and use of a combination of many approaches, as we believe there is no one simple strategy to achieve a safe and harmonious environment.

Bullying, harassment and violence are hurtful and destructive. Bullying can have long-term and short-term negative impacts. Negative impacts can be experienced by everyone involved, including bystanders.

Bullying can impact on children and young people in different ways. This will depend on the personal resources of the individual and the support network that is available to them. This network may include peers, friends, school

At Light Pass Primary School, we will work with the school community and other services and agencies to support our students in being responsible and productive members of this community.

Below are the National and Department for Education definitions in regards to bullying, discrimination, harassment, violence, cyber bullying and sexual harassment.

## Bullying

The first step in bullying prevention and response, is to have a shared understanding within the whole school community of what bullying is. The national definition of bullying for Australian schools says:

‘Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.’

National definition of bullying for Australian Schools – developed by the Safe and Supportive School Communities Working Group and endorsed by the Education Council (2018)

Bullying has three main features:

- Misuse of power in a relationship
- Ongoing and repeated
- Involves behaviours that can cause harm

Bullying is different from simple social rejections, one off aggression/nastiness and mutual conflict. It 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.



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## Harassment

Harassment is negative behaviour that targets an individual or group. An individual (or group) may be targeted because of their identity, race, culture or ethnic origin, religion, physical characteristics, gender identity, sexual orientation, age, economic status, ability or disability.

Harassment behaviour offends, humiliates, intimidates and creates an unsafe environment.

It might be an ongoing pattern of behaviour or a one-off act. It might be directed randomly, or at the same person.

Harassment can be purposeful or unintended. A neutral behaviour can be harassment if it continues despite requests for it to stop.

## Discrimination

Discrimination happens when people are treated differently (less favourably) to others. Discrimination can disadvantage some people because of their background or personal characteristics.

People can experience discrimination based on their identity, race, culture or ethnic origin, religion and religious appearance/dress, physical characteristics, gender identity, sexual orientation, age, economic status, ability or disability.

## Violence

Violence is the intentional use of physical force or power against another person.

Violence can be threatened or actual. It might result in psychological harm, injury or in some cases death.

South Australian Police must be contacted by phoning 131 444 if a violent incident involves an assault where:

- any person is injured and first aid is administered or an ambulance is called
- it is more than a one-on-one altercation between any persons.

For an emergency, police are to be contacted on 000.

## Sexual harassment

Any unwanted, unwelcome or uninvited behaviour of a sexual nature that makes a person feel humiliated, intimidated or offended. Sexual harassment can take many different forms and may include physical contact, verbal comments, jokes, propositions, the display of offensive material or other behaviour that creates a sexually hostile working environment.

Sexual harassment is not limited to behaviour that occurs between people of another gender.



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## Examples of bullying

Bullying can be both direct (open and overt) and indirect (covert). It can be:

- **Physical:** hitting, kicking tripping, pinching, pushing, damaging or stealing belongings.
- **Verbal:** name calling, insults, taunting, intimidation, threats, sarcastic remarks, put-downs.
- **Cyber:** manipulation of peer group, nasty online gossip and rumours, leaving people out and humiliating others, creating sites that mock others or starting social exclusion campaigns on social network sites, repeatedly, and for no strategic reason attacking players in online gaming, sharing someone's personal or embarrassing information online, inappropriate image tagging, making demands or giving harmful instructions, sending abusive messages, hurtful photos or videos, altering images to create hurtful memes or fake images of someone, creating fake accounts in someone's name to trick and humiliate them, forcing, threatening or being manipulative to obtain nude or nearly nude photos, non-consensual sharing of nude or nearly nude images
- **Social:** social exclusion, lying, spreading rumours, unkind facial expressions or body language, mean and condescending looks, playing jokes to embarrass and humiliate, mimicking and damaging someone's reputation or social relationships.

## How bullying is reported and resolved

The principal and staff at Light Pass Primary School take reports of bullying seriously. All reports of bullying will receive a response that is fair, and takes into consideration the child's behaviours and needs.

The rights of all children and young people to be safely included in learning must be respected.

It is a requirement that we immediately respond to bullying that is life threatening or is a criminal offence and refer any criminal behaviours to South Australia Police.

No matter how aware we try to be, there are times when we do not know that bullying is occurring in our classrooms or the school yard. If you are aware of any bullying at Light Pass Primary School, we would appreciate your information so that we can take appropriate steps.

## How can you support your child to report bullying

It is important to listen to your child's concerns and to report accounts of bullying to the school. By working together, we can seek permanent change to stamp out bullying.

Reinforce that your child can report incidents of bullying as soon as possible to:

- The teacher on yard duty or any adult they can find
- Their class teacher
- The principal or an adult in the front office
- Their friends who can support them to report to an adult

Reports about bullying can be made to any staff member at Light Pass Primary School.

Staff will investigate if the incident meets the definition of bullying. The facts will be ascertained using a range of strategies which best suit the child's age and emotional state, such as drawings, written conversations, group



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interviews, one to one interviews and verification techniques.

## Prevention strategies include:

- Positive Behaviour for Learning (PBL framework), students at Light Pass PS are taught explicitly what is expected of them in terms of behaviour.
- Explicit teaching of interoception, students are taught to connect to self, manage their feelings and solve problems in a positive way.
- Professional Development opportunities and resources that can be accessed on the department website [Bullying prevention and response videos, practice guidance and resources for educators \(education.sa.gov.au\)](https://www.education.sa.gov.au)
- Delivery of the [The Keeping Safe: Child Protection Curriculum](#)
- Delivery of the curriculum to:
  - teach students about respectful relationships, responsibility and honesty; what is bullying behaviour and the difference between bullying behaviour and “mean on purpose” behaviour both online and in real life
  - teach about protective practices, both online and in real life.
- Have programs that highlight social skills, language expression, non-violent problem solving and give students’ skills in emotional intelligence, emotional regulation and anger management.
- Develop peer connectedness and resilience among students.
- Maintaining records of behaviour incidents and analysing these for patterns of behaviour that may constitute bullying.
- Explicit teaching of what it means to be a bystander to ensure all students are aware of their responsibilities in relation to witnessing bullying and the roles played in bullying situations.

## Intervention strategies include:

- Investigating, listening and talking to all persons involved
- Gathering information about the incident which will include:
  - who was involved – who did the bullying, who the behaviour was directed at and any witnesses?
  - when the incident happened
  - where the incident took place, for example social media
  - the behaviour
  - if anyone stopped or tried to stop the behaviour
  - what led up to the incident
  - what happened after the incident.
- Gathering documents or screen shots of online content, if applicable.
- Meeting with parents/carers.
- Using restorative practices to repair the relationships at individual, small group and classroom level.
- School-based consequences. For example:
  - loss of privileges
  - given a learning task
  - limited areas for play or activities
  - extra yard supervision
- suspension and /or exclusion

## Postvention strategies include:

- Monitoring the situation between the students to ensure that their safety and wellbeing is maintained
- Talking with parents/carers about strategies
- Ensuring all staff are aware so they can also monitor during play times
- Continuing with our prevention strategies



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Website resources that parents/carers may find useful are:

[Customer Feedback Unit](#)

[Kids Helpline](#)

[Headspace](#)

[Lifeline](#)

[Parent Helpline](#)

[Office of the eSafety Commissioner](#)

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