



BALINGUP PRIMARY SCHOOL
Independent Primary School



Bullying Policy

2021/2022



Preventing and Managing Bullying Policy

Rationale

Bullying is a learned behaviour which is unacceptable and is classed as an “Unexpected Behaviour” at Balingup Primary School. However, bullying behaviours can be changed. Balingup Primary School takes an educative approach to managing and preventing bullying. Our processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive environments.

Vision

Balingup Primary School is committed to providing a safe, inclusive, supportive and happy school community where all members have the right to be respected and have the responsibility to respect.

Definitions

The national definition of bullying for Australian schools is as follows:

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 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.

Confirming whether the behaviours were intentional is not required to implement the strategies for responding effectively. Young people involved in bullying are not always fully aware of the impact of their actions on others. It is more important to act as a result of the effects on the targeted individual, immaterial of the determination of intent.

Bullying can include:

Verbal bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexist comments.

Social/relational bullying: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.

Physical bullying: Includes violent actions towards another person that involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.

Cyberbullying: Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat.

Bystanders: Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullied by intervening, getting teacher support or comforting them. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.



Rights and Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community	are safe and supported in the school environment are included are treated with respect	positive role modelling and demonstration of respect for all people participate and contribute to school positive behaviour and school culture programs build positive relationships demonstrate respect and tolerance towards others
School leadership	is supported by the school community in developing the school's plan to prevent and effectively manage bullying is supported by the school community in implementing the strategies and programs under the school's plan	fosters a safe and supportive climate across the school provides leadership in resourcing the school's plan ensures plans are clear and publicly available to the school community ensures the school community is informed of the plan implements the plan supports staff to implement the strategies and programs under the plan
Staff	feel safe and supported in the workplace are informed by school leadership of the school's plan on bullying have access to professional learning in preventing and effectively managing bullying have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning)	promote and model positive relationships participate in developing the school plan identify and respond to bullying incidents deliver the strategies and programs to students in responding to bullying effectively promote effective bystander behaviour promote social problem solving use appropriate terminology when referring to bullying and the students involved
Students	have access to curriculum that supports the building of resiliency and social skills are informed by staff of the school's plan on bullying are provided with supports by staff to stop bullying	understand and value the concepts of inclusion and tolerance identify and respond effectively to bullying are aware of themselves as bystanders seek help for themselves and others as needed
Parents	are treated with respect are confident their children are provided with a safe and supportive school environment are provided with access to information on the prevention and management of bullying by the principal are informed by the principal of the school's plan and opportunities to participate	support and encourage children to treat others with respect and tolerance model appropriate behaviours and teach children appropriate social skills including conflict resolution act in accordance with the school plan if they observe/ know about bullying encourage children to report bullying incidents work effectively with the school in responding to bullying
Wider community: including other professionals	are strategically included in bullying prevention and management	provide support and input into the school's approach to preventing and managing bullying strengthen the school's anti-bullying messages

Whole-School Prevention Strategies

- Positive Behaviour and School Culture Plan with explicit teaching around the five “Attributes” of the Koolbardi Krew.
- Explicit lessons around the topic of bullying, what it is, its impacts and management strategies.
- “Be You” and “Bullying. No Way” teacher resources.
- Explicit lessons that review the school rules and how the behaviour management system works
- A termly confidential survey related to student well-being and bullying behaviour
- Lessons to develop their ‘Personal and Social’ capabilities (as identified in the Western Australian Curriculum)

Balingup Primary School maintains:

- Review and refine, regularly and collaboratively, the policy and procedures on an annual (minimum) basis with staff
- Staff training to detect and respond to bullying behaviours
- A consistent school wide behaviour management approach
- Student’s understanding of school rules and encourage students to abide by them
- Development of the ‘Personal and Social Capabilities’ of students (as identified in the Western Australian Curriculum)
- Publish the school’s anti-bullying policy on the website/Schools Online for parent information
- Encouragement of staff to be observant and active when on yard duty so there is a pervasive sense of staff presence at recess and lunch
- Display of signage around the school that outlines the school rules and promotes the expected positive behaviours
- Participation in the ‘National Day of Action’ against bullying—(third Friday of March)
- Use a ‘Restorative Practices’ (See appendix) approach in discussions with students.
- Cultivation of a shared understanding of:
 - What behaviours constitute bullying;
 - The impact/s of bullying;
 - Safe and supportive bystander responses;
 - Positive social problem-solving skills;
 - Promotion of a school culture that seeks to be proactive and restore relationships affected by persistent or unresolved conflict;
 - Promotion of positive staff role modelling;

Preventative classroom strategies include:

- Supportive and inclusive classroom environments;
- Teaching and classroom management strategies that teach and encourage positive behaviours, and address negative behaviours effectively;
- implementing the Zones of Regulation, Superflex, and explicit and incidental teaching through the Whole School Positive Behaviour and School Culture Policy to develop positive communication, empathy, tolerance, assertiveness, social and coping skills;
- promoting the use of cooperative learning strategies;
- encouraging and support help-seeking and positive bystander behaviour;
- using social problem solving approaches to resolve peer based conflicts; and
- implementing strategies from resources such as *Cyber Savvy* and the *Office of the eSafety Commissioner* to promote cyber safety and positive digital citizenship.

Playground strategies include:

- a highly visible and active approach to playground supervision;
- implementing identification of and supervision adjustments to high-risk situations and settings;
- offering organised activities during break times that encourage positive peer relations and networks;
- providing developmentally appropriate unstructured playground activities and equipment;
- recognising and reinforcing positive playground and pro-social behaviour; and
- developing and communicating whole school processes for responding to playground issues.

Targeted early interventions strategies include:

- raising awareness of and planning around, specific forms of bullying, such as cyberbullying and racism;
- identifying and targeting early signs of problematic peer relationship issues within the school community;
- identifying individuals and groups at risk that require targeted programs;
- teaching effective bystander behaviour to targeted groups or for specific situations;
- teaching pro-social behaviour to identified students and groups;

- providing high supervision areas for students with higher support needs;
- providing effective options for individual students experiencing safety issues (such as buddy systems, alternative play areas and transition routines);
- providing access to specialist/pastoral care staff and case management processes for students at risk of being
- targeted or those who demonstrate bullying behaviour; and
- promoting the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.

Procedures and actions to respond to bullying behaviours

This process may be accelerated and/or streamlined according to the severity of an incident and the ages of students involved.

1. The child/ren disclosing the about bullying will be listened to, taken seriously, praised for their bravery and reassured that they will be supported.
2. The Principal or class teacher will take a “no blame” and shared concern approach and process in the first instance. The parties will be met with separately to ascertain what has taken place. An incident report may also be required. If undertaken by a classroom teacher, they will notify the Principal. At this stage there may not be consequences and the parents/guardians may not be informed. If the incident is not deemed as bullying, students will be monitored. A class survey may be ran to assess general well being of students in the classroom.

If bullying is identified:

1. Parents of the victim and parents of the child exhibiting bullying behaviour will be notified and may be requested to meet with the Principal and classroom teacher. Parents can also request to meet with the Principal and/or classroom teacher should they wish.
2. Parents will be made aware of strategies and plans put in place to respond to and monitor the children involved. The child exhibiting bullying behaviours will be required to regain their Good Standing and this contract will be signed by all teaching staff, the student and their parent/guardian.
3. If bullying behaviour continues to occur, a Behaviour Management Plan will be developed and discussed with the parents and school psychologist. Consequences and strategies such as withdrawal from whole school breaks and removal of “Good Standing” privileges can be utilised. Suspension may utilised dependent upon the severity of the instances.
4. The situation will be closely monitored by all school staff until resolved.

Possible restorative approaches for students who bully others

Restorative approach	When this approach can be used
The Shared Concern method Age: upper primary and Lower secondary students. For cases that are low to moderate severity	Willingness to change behaviour Groups of students identified as bullying others Feels remorse, capacity for empathy Also bullied by others Person who bullies multiple individuals Agreeable to participating in a series of meetings
Support Group method Age: middle to upper primary students. For cases that are low to low-moderate severity.	Currently or previously a friend of person being bullied Girls bullying girls Person being bullied has other supportive friends Feels remorse, has capacity for empathy Influenced by group norms and normative expectations Agreeable to participating in a series of meetings

Possible restorative approaches for students who are bullied by others

Counseling approach	When this approach can be used
Individual meeting Age: Upper Primary and Secondary students. For cases that are low to moderate severity.	Provocative individual Individual has been bullied by multiple individual students and/or bullied for extended length of time Also an individual who bullies others Lower self-esteem Agreeable to participating in a series of meeting
Support Group method Age: Middle to Upper Primary students and Secondary For cases that are low to low-moderate severity	Currently or previously a friend of person who is bullying them Girls bullying girls Individual being bullied has other supportive friends Agreeable to participating in a series of meetings