

# Seaview Downs Primary School

## Anti-Bullying Policy

The Seaview Downs Primary School community has a strong expectation that our school is a place where everyone feels safe and respected, and that it is free from bullying and harassment. Meeting this expectation is at the heart of much that we do.

### What is bullying?

Bullying is deliberate, repeated behaviour which aims to make a person or a group feel intimidated, frightened, excluded, hurt or embarrassed.

Bullying can be physical: pushing, hitting, punching, kicking or throwing.

Bullying can be verbal: name calling, threats, put downs.

Bullying can be harassment based on race, gender, sexuality, intellectual skills.

Bullying can be done face to face, behind a person's back, through innuendo, through exclusion or by using electronic media [mobile phones, Facebook, emails, MSN].

Bullying can have a serious long-term effect on the health and well being of young people, and therefore needs to be addressed quickly, sensitively and explicitly.

### At Seaview Downs PS, our policy is to:

- provide an environment where every student knows that he/she has the right to be treated with respect and to feel worthwhile as a valued member of this school community.
- provide students with strategies to prevent, to respond to and to eliminate bullying.
- create a supportive climate where all students feel confident to work with staff and with each other to break down the secrecy that can surround bullying.
- reduce the serious long-term effects of bullying on the health and wellbeing of students, who have been harmed by bullying.
- counter the view that bullying is an inevitable part of school life.

### We do this by:

- teaching programs which emphasise positive social skills, including the development of resilience and a sense of collective responsibility.
- creating varied and regular opportunities to build cross age relationships.  
e.g. Buddy Classes, House Activities, Yard Support Teams
- increasing the active engagement of students through inquiry based and/or hands on, relevant learning activities.

- monitoring bullying in the play ground and in the classroom through data gathering.
- implementing positively focused behaviour management strategies for individual students.
- developing standard practices and processes across the school e.g. consistent classroom rules, whole school focus on specific values.
- reinforcing anti-bullying messages through annual incursions / performances and guest speakers.

### **Responsibilities:**

#### **□ of students -**

If students feel that they are being bullied, they should:

- try to tell the offender that he / she is being a bully and to stop the behaviour which is hurtful.
- seek help from a friend or older student.
- report the bullying behaviour to the yard duty teacher, their own class teacher, the principal / deputy or another staff member of the student's choice.
- tell their parent or carers.

If students witness bullying behaviour, they should:

- show that they disapprove of bullying by doing something about it.
- support the person who is being bullied.
- ask for help from a teacher at the time of the incident.
- speak to their own class teacher, the principal or deputy if they feel that the situation has not been addressed appropriately or if they see that bullying is continuing.

#### **□ of teachers -**

When a student reports a bullying incident or the teacher witnesses an incident of bullying, he / she should:

- listen and provide support to the targeted student by acknowledging the nature, effects and seriousness of the bullying behaviour.
- investigate the background and details of the incident by using strategies which support all.
- attempt to resolve the incident and achieve satisfactory resolution of the issues involved.
- maintain open communication with students and their families.
- share information about repeated bullying behaviour with other teachers and with senior staff.

#### **□ of senior staff -**

- provide ongoing support to children targeted for bullying, their parents/carers and their teachers.
- provide specific support to individual students who are being affected by bullying and to their parents/carers.



- investigate, record, share with class teacher and monitor incidents of bullying behaviour.
- put in place anti-bullying procedures as appropriate.

e.g... arrange a Restorative Justice Conference of both parties.

[This form of conference recognises that bullying is a violation of people and relationships, and so aims to identify obligations and promote restoration and healing. See Appendix 1]

develop active agreements and a timeline for monitoring.

inform the parent/carer of the student affected by the bullying.

inform the parent/carer of the student who has been bullying others.

e.g. apply consequences such as loss of privileges through restricted play /denial of access to specific areas, withdrawal from playground at recess / lunch times, in-school suspension from the classroom, external suspension. NB: assault, vandalism and cyber-bullying are offences that can require police intervention.

- encourage the targeted student to report bullying behaviour if it is repeated.
  - keep class teachers, other staff and parents/carers informed and involved.
- **of all school staff -**
- understand and support the school's anti-bullying policy and procedures.
  - implement explicit learning programs which address the behaviours of bullying and the social constructions that underpin these behaviours.
  - implement explicit skills programs which empower all students to act positively and protectively in the face of bullying.
  - implement procedures that support affected students to report bullying [e.g. Bullying Boxes in rooms, Peer Mediators / Yard Support Teams in the playground].
  - monitor bullying and evaluate the effectiveness of teaching programs.
  - actively inform and educate the school community about bullying and the school's approaches to eliminate it.
- **of parents and carers -**
- take an active interest in what is happening socially for their children at school and encourage them to bring friends home.
  - support children to participate in different social contexts, to interact with a range of children and adults, and to accept and tolerate differences in others.
  - build children's self esteem and confidence by affirming their positive qualities, valuing them for who they are and involving them in activities which teach them social skills and resilience.
  - discuss with children the school's expectations and together identify and talk through the effects and consequences of bullying.
  - encourage children to respond constructively to bullying, and support them to report every incident of bullying, be that directed towards them or towards another child.

- contact the class teacher or senior staff if they feel that bullying is occurring, and recontact the class teacher or senior staff if they feel that the situation has not improved or if it reoccurs at a later date. Be persistent.
- know what their children are doing on the internet and with phones/mobiles; also observe protocols designed to protect children e.g. the legal age for Facebook is 13 years.

□ **of team coaches and managers -**

- understand and support the school's anti-bullying policy and procedures.
- use practice training sessions and matches to develop team focused attitudes that show genuine respect for the worth of each player regardless of skill level.
- respond explicitly and consistently if our students show bullying behaviours during training.
- be alert to and address any incidents of bullying from SDPS team players, opposition team players or adult supporters of all players at matches.
- report to the principal /deputy all incidents of bullying behaviours arising from training and from matches.

□ **of the School Council and its members -**

- participate in the development and active implementation of this policy on bullying.
- actively support students and staff in their efforts to eliminate bullying from all aspects of school life.
- support the employment of a faith based or secular support worker.
- provide financial support for teaching / learning resources, professional development and parent / carer education.
- monitor and evaluate the success of this policy over time.

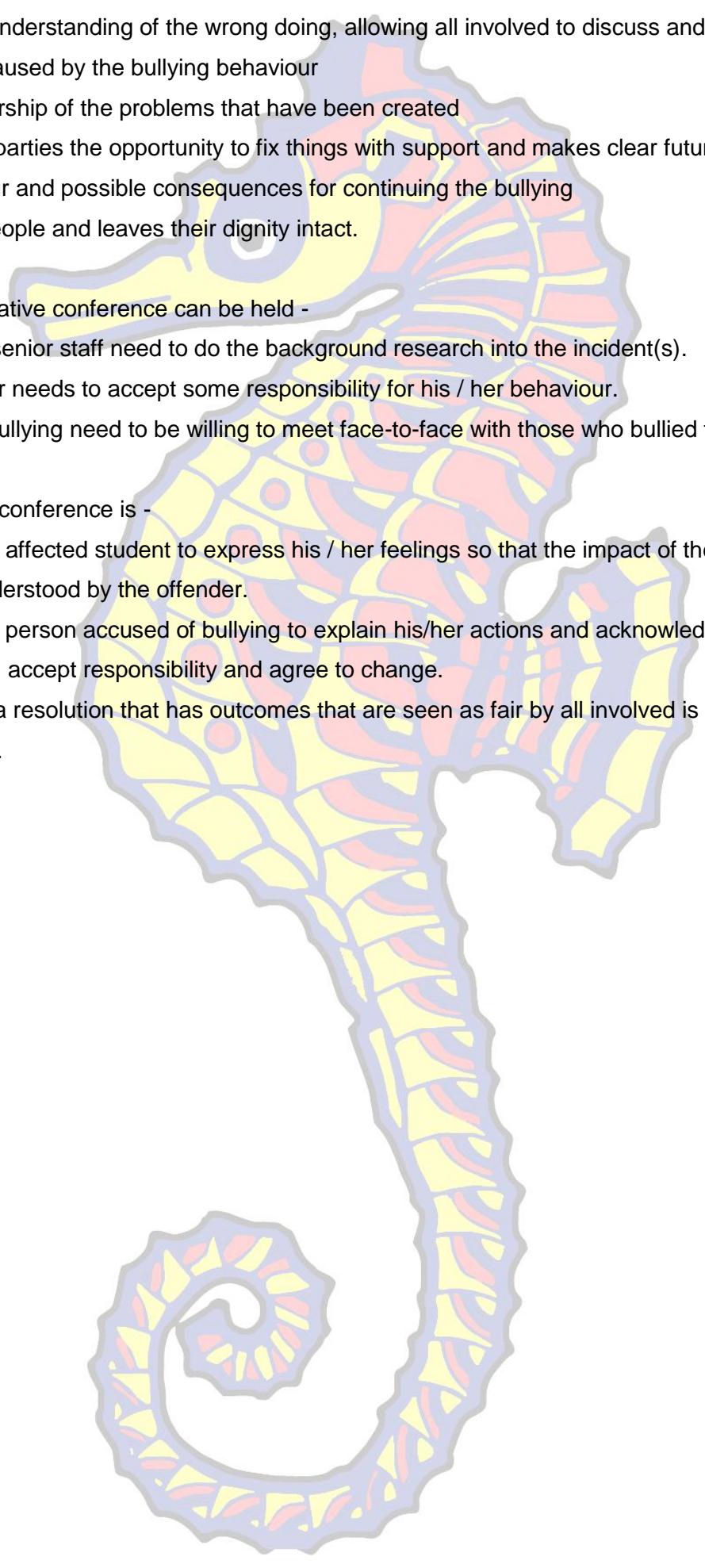
**All members of our school community should understand that it is both a right and a responsibility to be part of a school that does not tolerate bullying. Through working together, we can ensure that everyone feels safe, valued, and supported to be themselves.**



## **APPENDIX 1: THE RESTORATIVE JUSTICE CONFERENCE**

This is a way of responding to conflict, which

- empowers those affected, asking them what they need to feel better about the situation

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- allows for understanding of the wrong doing, allowing all involved to discuss and understand the harm caused by the bullying behaviour
  - gives ownership of the problems that have been created
  - gives both parties the opportunity to fix things with support and makes clear future expectations of behaviour and possible consequences for continuing the bullying
  - respects people and leaves their dignity intact.

Before a restorative conference can be held -

- teachers / senior staff need to do the background research into the incident(s).
- the offender needs to accept some responsibility for his / her behaviour.
- victims of bullying need to be willing to meet face-to-face with those who bullied them.

The aim of the conference is -

- to allow the affected student to express his / her feelings so that the impact of the behaviour is felt and understood by the offender.
- to allow the person accused of bullying to explain his/her actions and acknowledge his / her behaviours, accept responsibility and agree to change.
- to achieve a resolution that has outcomes that are seen as fair by all involved is the aim of the conference.