



Government of South Australia
Department for Education and
Child Development



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HALLETT COVE EAST PRIMARY SCHOOL ANTI-BULLYING STATEMENT AND PROCEDURES

STATEMENT

At Hallett Cove East Primary School all members of the school community are entitled to a safe, secure and caring environment. It is everyone's responsibility to ensure this happens.

Bullying and harassment are issues which are treated very seriously as they can adversely affect a person's ability to work and learn, therefore we work hard to prevent these issues from happening. If issues do arise they will be dealt with promptly.

The school will work with the Hallett Cove East Community, other services and agencies to support its students in being responsible and productive members of this community. The school will support the development of student resilience and positive self-esteem as these attributes can help protect people from the harmful effects of bullying and help them build positive peer relationships.

DEFINITIONS

- **BULLYING**

Bullying is repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies.

Conflict or fights between equals and single incidents are not regarded as bullying.

Bullying in any form or for any reason can have long-term effects on those involved, including bystanders.

- **DISCRIMINATION**

Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

- **HARASSMENT**

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.

- **VIOLENCE**

Violence is the intentional use of physical force or power, threatened or actual, against another person/s that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

REPORTING & RESPONSIBILITIES

Who can students report it to?

- Talk to a teacher or another school adult
- Talk to parents or caregivers
- Talk to any trusted adult they know

Parents and student may choose to report incidents of bullying, including cyber bullying, to their class teacher in the first instance and, if the incident is serious or unresolved, to the Principal or Deputy Principal, or to someone on the school's staff they have confidence in. It is difficult for the school to follow up on an incident if it is unaware of it and, therefore, reporting of incidents should be made easy and encouraged.

How can students report it?

- Speak to the trusted adult telling the person where the bullying happened, how it happened and what he/she did to try and stop it
- Use the email link to the Principal, Deputy Principal and CPSW: dl.1053_bullybox@schools.sa.edu.au
- Fill in a bullying audit form, with adult help and place in the box in your classroom or the office
- Through class meetings

Parents and students 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.

When should students report?

- Tell a trusted school adult as soon as possible after the incident has occurred
- Do not leave it too long. When bullying is ignored it may get worse.

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 quickly. Parents are asked to follow up any bullying issues with the class teacher initially, to clarify details of the incident and to ensure that information is consistent.

Responsibilities of School, Principal, Teachers, Students and Parents

Like all DECD schools, we work within the guidelines of the DECD School Discipline Policy. This includes maintaining confidentiality outside of those involved. Students and parents are also asked to keep the issues confidential.

In the event of an ongoing issue being reported, staff will provide support for the child being bullied or harassed as the first response. This may also include appropriate intervention by members of the Leadership Team to ensure the child's safety.

A member or members of the staff will talk to students involved or who may have witnessed incidents ensuring each child has a say and the situation is clarified.

A range of consequences may be used for students who bully and harass, including time spent out of the classroom or playground. We will initiate a Student Development Plan in response to ongoing unacceptable behaviour of students.

Principals can suspend and/or exclude students from school, even if the behaviour occurred outside of school hours or off site, including cyber bullying. Police may also need to be contacted if the behaviour is considered illegal (e.g. sexting)

Staff may also;

- Teach students about care and respect for themselves and others.
- Talk with students involved and help them to solve the problem
- Teach students about dealing with conflict and anger

HOW TO RECOGNISE WHEN A STUDENT IS BEING BULLIED

Children affected by bullying and harassment may not talk about it with their teachers or other trusted school adults. They may be afraid that it will only make things worse, or that it is wrong to tell tales or 'dob-in' other students.

When people are bullied or harassed they may feel angry, embarrassed, frightened, humiliated or uncomfortable, scared or unsafe.

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

- Reduced ability to concentrate and learn
- Refusal to attend school, excuses not to go
- Unexplained cuts, bruises or scratches
- Stolen or damaged possessions/clothing
- Headaches or stomach aches
- Asking for extra pocket money or food
- Acting out, tearful, sadness, lack of interest in usual activities
- Unwillingness to discuss or secrecy about their online communications (e.g. mobile phone texts, Facebook comments)

Teachers continually monitor student wellbeing as part of their work but are not always readily alerted to incidences of bullying. If your child shows signs he or she is being bullied, please contact your child's teacher to make an appointment to discuss your concerns.

RESPONSES TO INCIDENTS

Some flexibility is needed in how incidents are managed, depending on, for example, the nature, severity and extent of bullying. When consequences are applied, they are appropriate to the severity of the action and the students involved.

We do not use a 'one size fits all' approach, as each incident and the students involved are different. The complexity of the issue and the needs of students will determine how long an issue may take to resolve.

What do we do about incidents of bullying?

- We will listen and talk to the person who has been bullied, the person who has bullied others and others who may be affected
- We will actively work to repair and prevent the repetition of bullying and harassment by using Restorative Practices
- We will put negotiated consequences in place if this is required. Consequences may include Time Out, Behaviour Thinking Room, Take Home, Suspension or Exclusion.

Staff may also:

- Support all students to deal appropriately with conflict
- Counsel and support students who have been bullied
- Counsel and support students who bully others to deal with conflict appropriately
- Talk with parents and caregivers about the situation
- Set up processes to monitor the situation
- Revisit Values and Social Skills programs

Bullying and harassment are issues that are treated very seriously.

We deal with unacceptable behaviour and work hard to find solutions to stop the bullying and ensure students know how to deal with such incidents to feel safe at school.

PREVENTION AND INTERVENTION STRATEGIES

Prevention strategies include:

- Using the curriculum to teach students about respectful relationships, civics and citizenship, resilience and social skills
- Developing programs to help students participate and have a say in their learning
- Teaching students about violence prevention, conflict resolution, anger management and problem solving and developing policies which promote student safety
- Teaching students that even if they do not believe their own behaviour towards another person is bullying or discriminatory, the other person may perceive things differently
- Teaching for and about diversity and tolerance
- Providing professional learning and ongoing support for staff in collaboration with local agencies.

Intervention strategies include:

- Counselling students who have been bullied and who have bullied others
- Working with parents or caregivers to involve them in the intervention process
- Establishing clear consequences for those who bully others
- Teaching students that bystanders are involved, and, that they need to be proactive and seek an adult to intervene

- Acknowledging students who have assisted in helping others deal appropriately with bullying situations
- Ensuring all staff know how to address bullying effectively and respectfully.

Post-intervention strategies include:

- Ongoing monitoring the situation between the students to ensure their safety and wellbeing are maintained
- Talking with parents or caregivers about ongoing strategies
- Reviewing our yard duty procedures to make sure they are effective
- Regularly reviewing and dealing with hotspots in the yard
- Regularly reviewing and evaluating behaviour codes and policies.