



Government  
of South Australia

Department for Education  
and Child Development

# Parafield Gardens R-7 School

*Save the Children – United Nations Global Peace School*

23 Shepherdson Road, Parafield Gardens SA 5107  
Telephone (08) 8258 1816 FAX (08) 8281 5857  
dl.0537\_info@schools.sa.edu.au - www.pgardens.sa.edu.au



## PARAFIELD GARDENS R-7 SCHOOL ANTI – BULLYING POLICY (incorporating Cyber Bullying)

Last reviewed by staff:	January 2016
Changes Ratified by Governing Council:	March 2016
Principal:	Simon Harding
Governing Council Chairperson:	Trudi McAloney

### VISION

As a Save the Children United Nations Peace School we work together to build peace. At Parafield Gardens R – 7 School we want to provide a caring, safe and supportive environment that is conducive to learning and emotional well being.

Therefore at Parafield Gardens R-7 School we promote a culture of reporting issues. This means that we will not put up with any type of bullying and actively encourage all members of the school community to report. Everyone in the school community has the right to feel safe and be free of harassment, violence and bullying and if bullied, to be provided with help and support.

### RESPONSIBILITIES AND ACTIONS

All members of the school community: children, teachers, other staff, volunteers and parents are responsible to help prevent bullying and make our school a safe place to be.

#### All members of the school community have the responsibility to:

1. Abstain personally from bullying others
2. Report bullying aimed at themselves or others
3. Actively discourage bullying when it occurs
4. Give support to those who are victimised
5. Use the Grievance Procedures

#### Responsibilities of Parents/Caregivers and students

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. Parents and students may find it helpful to write down the details of the incident as a first step and then arrange to meet with a member of the leadership team to discuss the incident.

#### Responsibilities of staff

To teach the school community what the terms Harassment, Violence and Bullying means.

Bullying refers to targeted, repeated behaviour from an individual or group that hurts, upsets, intimidates, scares, or shames others. In general terms, bullying occurs when someone repeatedly does something or says something to have power over another person. It may cause physical or emotional harm. Bullying can be instigated directly (face to face) or indirectly (cyber) via the use of information and communication technologies such as mobile phones, video cameras and social media.

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; 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.

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; ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

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

Bullying and harassment can take many different forms:

<b>Verbal abuse and teasing</b>	name calling, being made fun of and teased in a mean and hurtful way
<b>Exclusion</b>	being ignored, left out on purpose, or not allowed to join in
<b>Lies or Rumours</b>	lies or nasty stories that are told or written about someone to make other kids not like them
<b>Threats Verbal/ Written/ Gestures</b>	being made afraid of getting hurt
<b>Physical</b>	being hit, kicked or pushed around

#### Teaching Prevention Strategies

Students to be explicitly taught ways of dealing with bullies through whole school workshops, performances, role-play, class lessons and individual instruction using commercially designed resources and specific programs designed by our own staff. These programs also work on building relationships, resilience and self confidence in our students. Some of the programs at our school include:

- The Bounce Back program ( R-7)
- Rock and Water (focus program for year 6 -7)
- Boys Zone ( Boys' focus program for year 4-5)
- Flowers & Thorns - ( Focus on girls' issues for year 4-5)
- Cyberquoll ( internet safety years R-7)
- Keeping Safe – Child protection Curriculum ( R-7)
- Internet safety and CyberCrime presentation from SAPOL (year 6-7)

#### Intervention

If prevention strategies have not stopped the bullying then the Anti-bullying Action Plan will be followed. –

**1. The staff member to whom bullying has been reported must deal with the matter.**

If the staff member is not the student's class teacher and the issue is out of class (eg in the yard, NIT etc.) the staff member must proceed with the matter. If the issue is classroom based, the student should be encouraged to report the matter to their class teacher. If the student prefers not to, then the staff member must deal with it.

**2. In all cases of reported bullying, the reporting student is to be given some options.**

The student must always be asked whether they wish to have it revealed that they made the report. It is important that all students have the right to anonymity. Options for dealing with bullying will depend on the age of the student but could include:

- Counselling of the student in dealing with the matter themselves and supporting them to develop the appropriate skills. Follow up to monitor success is critical.
- Acting on behalf of the student and informing the aggressor that his/her behaviour must stop and implementing consequences if required

- Acting as a facilitator in a restorative meeting so that the student and aggressor may talk the issue out with clear expectations being made about future behaviour e.g. *No Blame Approach, Shared Concern* (as outlined in *Friendly Schools, Friendly Families* resource). Follow up may involve repeated meetings or reports from students involved.
3. A staff member who receives a report about bullying must determine how long the matter has been occurring. If there have been repeated incidents, the principal is to be informed. The principal must deal with the matter by determining what steps have already been taken by staff and, if successful, support continuation of the intervention. If no action has occurred, the principal must begin an intervention programme based on the options in 2 above.

This policy must be implemented in conjunction with the school's Community Code of Conduct and grievance procedures.

### **REVIEW**

Each teacher will monitor the behaviour records for their students – including class and yard.

Discuss these with students individually and as a whole as appropriate.

Discuss issues of concern with senior staff and parents

Leadership team to monitor the behaviour records of students of concern and take appropriate action

Leadership team to provide a report for Governing Council and the school community twice per year.

Policy to be reviewed annually involving staff/parents/caregivers/students in the process.