

Willunga Primary School Anti-bullying Policy

WPS provides a safe, inclusive, supportive and ordered learning environment free from bullying, discrimination and violence. Bullying, discrimination and violence are hurtful and destructive. These are not acceptable at WPS and will be dealt with seriously and expediently. Staff will work with the school community and other services / agencies to support our students in being responsible and productive members of the community.

Willunga Primary School Anti-Bullying Pledge

At Willunga Primary We All Belong

We promise to:

- Treat people as we want to be treated
- Be brave and stand up for each other
- Be a friend to everyone

If we see bullying we;

- See it
- Report it
- Stop it



How this will Happen

To provide the safe, inclusive, supportive and orderly learning environment, staff at WPS address the three areas of self, setting and student. Responsibilities in each area are outlined below:

	self	student	setting
Teachers	Reflection Calm, controlled, fair Ongoing learning from current research Model appropriate behaviour	Know the individual and address equality Differentiate the learning Provide scaffolding Follow up with reports / incidents Acknowledge positive choices Engaging learning program Build relationship with families	Provide a safe space and appropriate supervision Follow WHS guidelines Report hazards Clarify / reinforce boundaries and expectations with students Provide opportunities for student voice in classroom e.g. circle time, involvement in learning
Students	Make positive choices Do your best Engage in learning	Cooperate with others Demonstrate respect for all Understand and enact acceptance of others Report incidents to class teacher, yard duty teacher Participate in working through issues	Act safely at all times Report hazards to teachers Contribute to the classroom and the learning Look after all property and grounds
Leadership	Support staff through professional development, access to programs & with particular incidents	Recognise positive behaviour Understand individual needs / circumstances Follow-up high level incidents Induct new students and staff	Oversee the safety of the school environment Clarify legal responsibilities and expectations Set up procedures and programs Liaise with services / agencies Report bullying data to School Community

When following up / managing incidents a flexible approach is used based on the nature, severity and extent of the particular incident.

Supporting Documents (available on DECD Intranet)

CPC – Keeping Safe

Response Level and types of Behaviour

Suspension Exclusion Expulsion Procedures

Definitions

Bullying	<p>Is Repetitive / ongoing About power and control Name calling, spreading rumours, isolation/excluding/leaving people out, physical putdowns Aims to upset / hurt another</p> <p>Is not Single incident One-off argument Fights between equals Saying something mean</p>
Cyberbullying	Behind the screens via internet or mobile phone email, texts, social media posts Pranking, accessing / sharing private information Filming / taking photos of others and publishing
Discrimination	Treating others less favourable due to race, culture, religion, gender, sexual orientation, physical characteristics, economic status, disability Excluding or rejecting others Ongoing or once off
Violence	Hitting, slapping, pinching, kicking, punching, biting a person Throwing objects Damaging property

Is it Bullying? What is It?



<p>TEASING</p> <ul style="list-style-type: none"> Everyone is having fun No one is getting hurt Everyone is participating equally 	<p>CONFLICT</p> <ul style="list-style-type: none"> No one is having fun There is a possible solution to the disagreement Equal balance of power
<p>MEAN MOMENT</p> <ul style="list-style-type: none"> Someone is being hurt on purpose Reaction to a strong feeling or emotion An isolated event (does not happen regularly) 	<p>BULLYING</p> <ul style="list-style-type: none"> Attacked physically, socially, and/or emotionally Unequal balance of power Happens more than once over a period of time Someone is being hurt on purpose

is it BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that's **RUDE.**

When someone says or does something *intentionally* hurtful and they do it once, that's **MEAN.**

When someone says or does something *intentionally* hurtful and they *keep doing it* even when you tell them to stop or show them that you're upset—that's **BULLYING.**

Bullying (Department for Education)

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior, the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation

Source: Jennifer Astles, DASA Newsletter, January 2014, TST BOCES

Reporting Bullying, Discrimination or Violence

How to recognise a student who may be being bullied

A change in behaviour may be a signal that students are being bullied or have some other concern

- Unexplained cuts bruises and scratches
- Damaged or ripped clothing
- Vague headaches or stomach aches
- Refusal to go to school
- Asking for extra pocket money or food
- Tearfulness, anxiety or difficulty sleeping
- 'Hiding' information on mobile phones, emails or in comments on their social networking pages

Community Circles

Classes run community circles to intervene and teach the social emotional skills required to problem solve to support students. These move beyond the class space and become an integral part of individual, class and whole school development. During circles, we seek constructive ways forward for everyday social and emotional issues for everyone.

Class community circles focus on:

- **RESPECT** – for individuals and their contributions
- **AGENCY** – everyone is responsible for creating a safe and positive atmosphere
- **POSITIVITY** – when people feel better about themselves and others they have more emotional resources to cope with challenges
- **INCLUSION** – Everyone in class is welcome in the circle and students are expected to work with all their classmates
- **DEMOCRACY** – Equal opportunities are available for students to contribute
- **SAFETY and CHOICE** – no-one is pressured to speak and participants may 'pass' for as long as they like

**Circle Solutions for Student Wellbeing – Sue Roffey*

Students can report to:

Class teacher	Leadership
Yard duty teacher	PCW
Specialist Teacher	
Parent	
SSO	any staff member you feel comfortable with

What will happen?

- An investigation: ask questions of all involved + witnesses. This will include when, what, how often. Written, drawn or verbal.
- Families will be contacted
- The adults will decide the consequences. These may include: restorative process, separate play areas, ongoing monitoring, lose privileges, community service etc.
- For extreme cases Leadership will follow the Suspension, Exclusion, Expulsion (SEE) procedures.

Willunga Primary School Anti-bullying Policy – Appendix 1

Data Collection

- Ongoing data collected via EDSAS Student Behaviour / Anecdotal records
- Student bullying survey conducted yearly – *digital version on schools surveys – and fed back to school community*
- What's Happening in This School Survey – around school climate

Willunga Primary School Anti-bullying Policy – Appendix 2

School Programs

What's the Buzz: class, individual and small group as required

Whole school Focus – Anti-Bullying term 2 2018, 2019

Powerful Learning – all classes weeks 1 & 2 Term 1

Focus website www.bullyingnoway.gov.au

Resources:

- Circle Solutions for Student Wellbeing – Sue Roffey
- website www.bullyingnoway.gov.au

Keeping Safe – Child Protection Curriculum

R-2: Power in relationships – demonstrate language of safety; understanding bullying; dealing with bullying behaviour; fair and unfair; introducing the concept of power; adults using power

Yr 3-5: Power in relationships – exploring definition of power; power scenarios; tricks and bribes; pressure; bullying as an abuse of power.

Yr 6-9: Power in Relationships – types and use of power; positive use and abuse of power; power in relationships; guilt; power and gender; characteristics of bullying; bullies and people are bullied; bystanders; school policy on bullying

Whole School Focus Term Overview

Week	Class focus	CPC
1	Explicit language taught around what is and isn't bullying <ul style="list-style-type: none"> • Purposely hurtful • Over and over • Bullied person feels powerless 	(R-2)3.2 Understanding bullying (R-2) 3.1 Demonstrate the language of safety (3-5) 3.1 Exploring a definition of power (3-5) 3.1 Power Scenarios (6/7) 3.1 Types and use of power (6/7) 3.2 Positive use or abuse of power (6/7) 3.3 Power in relationships
2	Explicit language taught around what is and isn't bullying <ul style="list-style-type: none"> • Purposely hurtful • Over and over • Bullied person feels powerless 	(R-2) 3.4 Fair and Unfair (R-2) 3.5 Introducing the concept of power (3-5) 3.3 Tricks and Bribes (3-5) 3.4 Pressure (6/7) 3.1 Types and use of power (6/7) 3.2 Positive use or abuse of power (6/7) 3.3 Power in relationships
3	Strategies taught around: <ul style="list-style-type: none"> • Stopping bullying • Helping the bullied What role do you want to play:	(R-2)1.5 What if scenarios (R-2)1.6 Practicing being assertive (3-5) Bullying as an abuse of power (6/7) 3.8 Bystanders

	<ul style="list-style-type: none"> • Person bullying • Joiner • Outsiders • Person being bullied • Helpers 	(6/7) School policy
4	<p>Take a stand week</p> <p>Strategies taught around:</p> <ul style="list-style-type: none"> • Stopping bullying • Helping the bullied <p>What role do you want to play:</p> <ul style="list-style-type: none"> • Person bullying • Joiner • Outsiders • Person being bullied • Helpers 	(R-2)3.3 Dealing with bullying (R-2) 3.6 Adults using power (3-5) 1.2 Assertive response (3-5) 1.1 Helpful and unhelpful thinking (6/7) 1.1 Trust, talk, take control (6/7) 1.3 Assertiveness
5	Cultural focus (may link to Reconciliation week)	(R-2) 1.9 Strategies to keep safe (6/7) 1.2 Problem solving card activity (3-5) 2.1 Network review (3-5) 2.2 Local support networks
6	<p>Building resilience / empathy</p> <p><i>Being brave and honest – telling the truth</i></p>	(R-2)1.9 Strategies to keep safe (R-2) 3.3 Dealing with bullying (3-5) 1.3 Observational skills (3-5) 2.3 Persistence (6/7) 1.3 Assertiveness
7	<p>Building resilience / empathy</p> <p>Safe online behaviours</p> <ul style="list-style-type: none"> • Digital footprint • Digital citizenship 	(R-2) 1.9 Other suggested activities (3-5) 3.4 Internet (3-5) 3.5 Photos (3-5) 3.6 Magazines (6/7) 3.1 Being aware on the internet (6/7) 3.2 Online abuse (6/7) 3.3 Abuse using mobile phones (6/7) 3.4 Sexting (6/7) 3.5 Developing a cyber safety fact sheet (6/7) 3.6 Cyber safety and the law
8	<p>Building resilience / empathy</p> <p>Introducing the concept of empathy – what is it? Why is it important? What role does it play in stopping bullying</p>	(R-2) 1.7 Role play assertive communication (3-5) 1.4 What if...? Problem solving (3-5) 1.7 Scenarios (6/7) 1.4 Strategies for talking about difficult topics (6/7) 1.5 Strategies when a friend discloses
9	<p>Class definition</p> <p>School pledge</p> <p><i>At Willunga Primary We All Belong</i></p> <p>We promise to:</p> <ul style="list-style-type: none"> • Treat people as we want to be treated • Be brave and stand up for each other • Be a friend to everyone 	(R-2) Saying 'no' (3-5) 1.5 POOCH problem solving (3-5) 1.6 Practice problem solving (6/7) 1.6 Exploring resilience (6/7) 1.7 Language of resilience

	If we see bullying we; <ul style="list-style-type: none"> • See it • Report it • Stop it 	
10	Celebrate learning	

Willunga Primary School Anti-bullying Policy – Appendix 3

Willunga Primary School Anti-Bullying Pledge

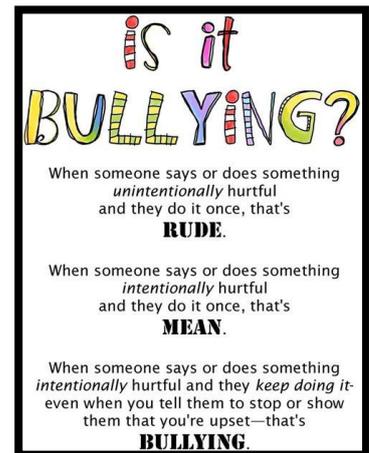
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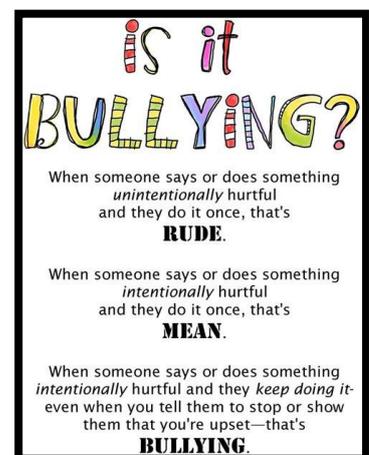
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