



Anti-Bullying Policy

At Woodside Primary School we believe that everyone:

- Has the right to feel and be safe
- Has the right to be respected and treated as a worthwhile individual
- Has the right to be heard
- Has a responsibility to ensure the safety of others and treat them with respect
- Has the right to respectfully communicate
- Has the right to have concerns taken seriously

Bullying is any individual or group action that is repeated, intentional and unwelcome, which causes distress fear, and/or harm.

Bullying stops people reaching their potential. It interferes with their learning and the way they feel about themselves and school. It impacts on their safety, health and wellbeing.

Definitions		
Bullying	Cyber-Bullying	Harassment
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. 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.	Cyber-bullying is bullying which uses e-technology as a means of victimising others. It is the use of an internet service or electronic devices – such as social media apps, e-mail, chat room discussion groups, instant messaging, web pages or SMS (text messaging) – with the intent of harming another person. Examples include communications that seek to intimidate, control, manipulate, put-down or humiliate the recipient	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.

Not all distressing or hurtful behaviour is bullying

- Single incidents of malicious or aggressive behaviour are not always considered bullying. Bullying is repeated actions. A single incident may still be responded to as part of the school's behaviour management processes as unacceptable behaviour.
- Although social rejection can be hurtful, it is not bullying unless accompanied by repeated and deliberate attempts to distress or hurt.
- Arguments can result in unacceptable behaviour which will be responded to as part of the school's behaviour management processes.

Forms of Bullying

Physical	Hitting, tripping, poking, punching, kicking, pushing, strangling, pinching, scratching, throwing objects, spitting or grabbing. Encouraging another child or adult to harm someone else
Verbal	Mean and hurtful name calling Teasing Spreading rumours Demanding money or possessions Put downs and threatening
Non Verbal	Glaring, negative body language. Threatening and/or obscene gestures
Psychological/ Social	Following, Invasion of personal space, Spreading rumours, Encouraging others to dislike someone-else Deliberate exclusion from a group or activity Writing notes about others Removing and hiding and/or damaging others' belongings Forcing another to act inappropriately against their will e.g. damaging property, stealing "Setting others up"
Racial	Picking on someone because of their beliefs, values, customs or appearance. Includes racist jokes and graffiti.
Sexual	Jokes or actions that are sexual in nature, Invade the privacy of others Asking another child to expose themselves. Commenting about a person's sexuality
Cyber	Using information and communication technologies - such as chat rooms, social media, gaming sites, instant messaging, webpages or SMS with intention of harming or exclude another person Using digital recording devices(video/still) to violate the privacy of others Using email to harass (text or graphics)

How to recognise a student is being bullied

Students who are being bullied or harassed may not talk about it with their teachers or friends. They may be afraid that it will only make things worse or they may feel it is wrong to 'tell tales'. A change in behaviour in students may be a signal that they are being bullied or they have some other concern. Adults should be aware of these possible signs and that they should investigate if a child:

- Has unexplained cuts, bruises or scratches
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Attempts to run away
- Cries him/herself to sleep at night or has nightmares
- Feels ill in the morning or has vague headaches / stomach aches
- Asks for extra pocket money or food
- Begins to do poorly in school work
- Has possessions go missing
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is 'hiding' information on mobile phones, emails or in comments on their social networking pages

These signs could indicate other problems, but bullying should be considered a possibility and be investigated.

Bystander Behaviour

A bystander is someone who sees the bullying or knows that it is happening to someone else. As bystanders, peers can reinforce the bullying behaviour through their own behaviour, disdainfully move away or intervene to stop bullying.

Bystanders can be identified in the following categories:

SUPPORTERS

Support the person bullying, either by helping the child to bully the other person or by encouraging the person bullying

SPECTATORS

Gather or deliberately stay to watch the incident (sometimes from concern and sometimes for enjoyment)

WITNESSES

Are aware that the incident is occurring (know about the bullying or see it from a distance)

Bystanders' influence can be utilised in a positive and effective way to protect the person being bullied and to motivate students who bully to change their behaviour. This can be done by supporting other students who are bullied, telling someone to seek help for that person and influencing the peer group to refrain from bullying others.

If no action is taken then you give the message that bullying is OK.

Response to Bullying at Woodside Primary

Staff explicitly teach students to:

- Tell the bully to stop. State clearly that the behaviour is unwelcome and offensive.
- Ignore the bully and walk away.
- Seek help. Talk to a trusted person they feel confident will support them.
- Ask a peer to help you get help
- Talk it over openly with their parents.
- Not respond with physical or verbal abuse.
- Tell someone at school and their parents and walk home with a friend if they experience bullying on the way to or from school.

If bullying is happening to someone else students are explicitly taught to:

- Tell the bully to stop.
- Support the person being bullied.
- Encourage the person being bullied to tell someone.
- Seek help.
- Tell a trusted adult.

What parents can do:

- Look for signs of distress in children e.g. unwilling to come to school, a pattern of illness.
- Be proactive and encourage your child to report the incident to their teacher or a school leader.
- Build your child's confidence by recognising and affirming their positive qualities.
- Discuss the problem with your child modelling a calm and supportive manner.
- Report the issue to the teacher or school leader as soon as possible.
- Deal directly with the school and **NOT** the other student or their parent.
- Discourage any planned retaliation, either physical, verbal; by discussing positive strategies your child can use.

At Woodside we use the following:

Preventive strategies:

- Develop a school culture of trust and cooperation and being strong and caring
- Explicit teaching in classrooms about bullying, conflict resolution, anger management, problem solving, emotional resilience and strategies to be used if bullied
- Using the curriculum to teach students about respectful relationships
- Teaching for and about diversity
- Restorative Justice program
- Student Voice- developing programs to help students participate and have a say in their learning
- Grievance procedures
- Using student development plans
- Providing professional learning for staff
- Student Well Being Surveys

Intervention strategies

- Counselling students who have been bullied
- Counselling students doing the bullying
- Talking with parents or caregivers about the situation
- Putting consequences in place for those who bully others If bullying continues consequences will be applied. These may include:
 - Letter or phone call to parents/parent interview
 - Counselling program
 - Natural consequences e.g. restricted play (physical bullying), loss of computer access (cyber bullying)
 - In school time out - recess and/or lunch time
 - Send home
 - Suspension
- Teaching students to provide support to others being bullied or getting help
- Teaching students strategies to use which do not support the bully
- Ensuring that all staff know how to address bullying effectively and respectfully.
- If the instance of bullying is deemed extreme by the principal / deputy principal then the response will be to move immediately to the consequence stage. In some case Police may need to be contacted.

Post-intervention strategies:

- Monitoring the situation between students to ensure their safety and wellbeing are maintained
- Communicating with parents or caregivers about strategies
- Reviewing yard duty procedures to ensure they are effective
- Being proactive in monitoring problem areas in the yard
- Ongoing review and updating of behaviour codes and policies

<p>Helpful websites Kids Help Line www.kidshelpline.com.au Bullying No Way www.bullyingnoway.com.au Child and Youth Health www.cyh.com.au Net Alert www.netalert.net.au Child Safety Australia www.childsafetyaustralia.com.au</p>	<p>Cyber bullying www.cyberbullyingstories.org.au Advice to parents/ carers www.decd.sa.gov.au/speced2/pages/bullying ThinkUknow internet safety program www.thinkuknow.org.au Helpful phone numbers: SA Youth Health Line 1300131719 Kids Help Line 1200551200 Families SA 1200204550 Net Alert 1200220176</p>
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