Forbes Primary School Bullying Prevention Policy

Purpose

Forbes Primary School is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

- explain the definition of bullying so that there is a shared understanding amongst all members of the Forbes
 Primary School community
- make clear that no form of bullying at Forbes Primary School will be tolerated
- manage the risk of and raise awareness of bullying
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including targeted students, bystanders, witnesses and students engaging in bullying behaviour)
- ask that all members of our school community be alert to signs and evidence of bullying and understands the importance of reporting bullying behaviour to school staff.

Scope

This policy applies and explains the basic rationale and expectations for bullying prevention for all users of the site including visitors, contractors, volunteers, employees, parents, students and their families, whether representing the school at a school event or on site.

Rationale

We aim to establish a community in which everybody upholds our school values of respect, safety and trust; and where individual differences are appreciated, understood and accepted. Everybody has a right to enjoy their time at school.

Our Vision

Australian schools are safe, inclusive and connected learning communities that promote positive relationships and wellbeing as a foundation for children and young people to reach their full potential.

(Australian Student Wellbeing Framework 2018)

All students have the right to feel safe, respected and included. Our learning communities are free from bullying and harassment.

Our school climate fosters healthy and respectful relationships. We will create this with our students, families and the broader community.

We will model behaviours that:

- demonstrate respect
- value diversity
- · promote belonging and wellbeing.





Our approach to bullying prevention

At Forbes Primary School we will plan, implement and review our bullying prevention strategies. We will do this with our Governing Council, staff, students, families and local community.

At Forbes Primary School we will model and promote positive behaviour.

- Create a welcoming and inclusive school.
- Make sure staff understand their role to create a safe school.
- Set up school values and behaviour expectations and make sure these reflect inclusion, respect, safety and diversity.
- Share the school values and behaviour expectations. Lead by example.
- Use consistent language among staff, students, parents and carers that encourages positive behaviours and social interactions.
- Make sure students feel safe to raise concerns and report bullying.

We will explicitly teach respectful behaviours and expectations about bullying in the classroom.

- Build staff skills to respond well to bullying.
- Explicitly teach Social Emotional Learning programs in all year levels. These programs will include how to prevent, identify, respond to and report bullying and cyberbullying.

We will intervene in specific incidents of bullying or observed bullying behaviour.

- Take bullying seriously. Respond to reports of bullying or observed bullying behaviours.
- Use fair and consistent responses to bullying or suspected bullying.
- Document all bullying incidents. Check in with students while bullying incidents are being resolved.

We will work with families, service providers and the community to address bullying.

- Work with the Governing Council, site leadership, department staff and the local community to design local strategies to prevent and reduce bullying.
- Encourage parents and carers to take part in activities that promote safety and wellbeing.
- Involve parents, carers and students in planning bullying prevention and intervention responses.
- Communicate regularly with families when a bullying incident happens.
- Work with other services to support students who have been involved in bullying incidents.

We will provide visible and consistent responses to bullying that foster trust and confidence in the school community.

- Share information on how to prevent and respond to bullying and cyberbullying.
- Review our strategies and actions to prevent and respond to bullying. We will make sure that student needs are being met.
- Set up safe ways for students to report bullying and let students know how to do this.
- Make information about the complaints resolution process available.

We will repair and restore relationships that have been harmed by bullying.

• Develop solutions to bullying incidents with students, staff, parents and caregivers.

We will establish safety and wellbeing.

- Take action against discrimination, harassment and violence. Report criminal actions to South Australia Police.
- After a serious incident of bullying, supervise the students involved before school, at break times and after school. This will be organised and visible.
- Provide targeted social and emotional support for students who need more help after bullying incidents.





How bullying is reported and resolved

We will work with students, parents and carers to resolve bullying issues. If needed, we will get advice, counselling and support from external services.

All reports of bullying will be taken seriously. Responses will be planned and quick. The principal or leadership team will immediately respond to life threatening, significant harm or criminal behaviour issues. We will refer criminal actions to South Australia Police.

Our responses will restore the safe and positive learning environment.

Report bullying

Who to report to?	How to report?	What to report?
You can report bullying to any school staff member. • Leadership • Teachers • Support staff	You can report bullying incidents.: Over email Face-to-face Schedule a meeting Class structures e.g. letterbox, problem box	Give us as much factual information as possible. Who was involved? Who engaged in the bullying behaviour? Who the behaviour was directed at? Names of any witnesses and bystanders. When did the incident occur? Where did the incident take place? e.g. social media What was the behavior? if anyone stopped or tried to stop the behaviour what led up to the incident what happened after the incident.

Gather and document information

Staff might speak about the incident with:

- students
- parents or carers
- other staff
- any other witness or person involved.

Intervention and support

Staff will see if the incident:

- · meets the definition of bullying
- poses an immediate risk to student or staff safety.

If there is no immediate risk, staff might use the following strategies with students directly involved:

- restorative practices (refer Appendix 1), including Berry Street Triage Conversation (refer Appendix 2)
- parent or carer meeting
- school-based consequences, such as
 - loss of privileges
 - given a learning task
 - use of reflection time
 - limited areas for play or activities or extra yard supervision
 - suspension and exclusion dependant of the severity and regularity of bullying behaviour.





Refer to services

Refer students to specialist support, if needed. This might be from the Department for Education or external services. Options will be discussed with students and their families. For example, Student Support Services, Grow Wellbeing, CAMHS.

Document and record

All incidents of bullying and responses will be documented and stored in line with Department for Education records management procedures, including going in a student's files and recorded in our electronic databases such as EMS or IRMS.

Communicate, monitor and follow-up

Bullying incidents will be communicated to staff as required. They will be kept informed of situations, to allow for effective monitoring and intervention. All students involved in a bullying incident will be checked on to ensure all students are safe and relationships are repaired. The school will talk with students, parents and carers about the actions taken. The situation will be monitored until resolved.

If a student, parent or carer are not happy with the steps taken by the school, they can call the department's Customer Feeback Unit on 1800 677 435.

Definitions

Bullying

A national definition of bullying has been endorsed by the Education Council.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features

It involves a misuse of power in a relationship

Conflict or fights between equals are not defined as bullying. Bullying occurs where there is a power imbalance. This might come from:

- the context. For example, a number of children acting against one child
- personal characteristics. For example, different age, physical, emotional or social development.

It is ongoing and repeated

One incident of misbehaviour is not defined as bullying. Schools will respond to all incidents of misbehaviour.

One act by a single person might be bullying if:

- the behaviour adds to a series of other people's behaviours that misuse power and result in harm
- it can be shared online/through technology to a wide audience, with repeated/multiple views.

It involves behaviours that can cause harm

Bullying can cause physical and psychological harm.

Physical harm can include injury. It can also include theft or damage to belongings.





Psychological harm can include:

- anxiety
- lack of interest in and/or not wanting to go to school
- isolation and depression.

Psychological harm can last some time. It will depend on a student's situation and the support available to them. Support might come from family, school and friends.

A fear of being bullied can create psychological harm.

Examples of types of bullying

Physical: hitting, kicking, tripping, pinching, pushing or damaging or stealing belongings.

Verbal: verbal abuse, name calling, insults, teasing, intimidation, or threats.

Social: social exclusion, lying, spreading rumours, unkind facial expressions or body language, mean and condescending looks, playing jokes to embarrass and humiliate, mimicking and damaging someone's reputation or social relationships.

Cyber: Cyberbullying is online bullying. It uses technology, including social media platforms. Verbal and social bullying can be cyberbullying when they occur online.

Cyberbullying includes:

- abusive texts and emails
- hurtful messages, videos and images, including images that have been changed
- sharing personal images and videos without consent
- pretending to be someone else online to be hurtful.

Harassment, discrimination and violence

Bullying, harassment, discrimination and violence all create or add to a negative environment. This can make students feel unsafe and unable to reach their full potential.

Harassment

Harassment is behaviour that targets an individual or group. This can be because of their: identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age or ability.

It offends, humiliates, intimidates or creates an unsafe environment. It might be a: pattern of behaviour or a single act. It might be on purpose or unintended.

Discrimination

Discrimination happens when people are treated differently to others. This can be because of their: identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age or ability. Discrimination interferes with people's right to fair treatment and equal opportunities.

Violence

Violence is the intentional use of physical force or power. It can be threatened or actual, against another person. It might result in psychological harm, injury or in some cases death. It might involve provoked or unprovoked acts. It can be one incident, a random act or can happen over time.

Bullying, harassment, discrimination and violence may be based on gender, race, sexuality, culture, religion, disability and care status. Bullying, harassment, discrimination and violence for any reason is not acceptable in South Australian public schools. It will be responded to.

Responses will depend on the:

- behaviours
- needs of the students
- rights of all students to be safely included in learning.





Roles and responsibilities

We each have a role to play to:

- prevent bullying and harassment
- respond when it happens
- support those involved and affected by bullying
- seek external professional support if needed.

Students at Forbes Primary School are expected to demonstrate safe, respectful and inclusive behaviours, both face-to-face and online. Staff and students are expected to help to build skills, knowledge and confidence to recognise, respond to and manage bullying. Our community is expected to work together to create a safe, inclusive and connected school environment. The Australian Student Wellbeing Framework elements are leadership, inclusion, student voice, partnerships and support. They guide our practices and responses to prevent and reduce bullying in our school community.

School leaders and staff

- Take a proactive approach, actively monitoring and supervising students when on duty class and yard.
- Model and promote positive behaviour. Value diversity, demonstrate respect, and include all students and their families.
- Provide and take part in professional development to build skills, knowledge and confidence about preventing bullying. Including how to recognise, respond and manage it.
- Assess bullying data and trends to develop prevention strategies. Do this with the Governing Council and school community.
- Regularly collect data from the school on bullying. Use the data to plan how to prevent and respond to bullying.
- Explicitly teach students about respectful relationships, bullying and cyberbullying. This includes how to recognise bullying, what to do and how to get help, enabling them to be physically and psychologically safe from bullying.
- Work with students to come up with solutions to bullying. Include them in decisions that affect their safety and wellbeing.
- Support all students to be included, in particular students at higher risk of being bullied.
- Take action when bullying and cyberbullying has been reported. This includes incidents that happen out of school hours or off school grounds when it relates to school relationships.
- Report criminal matters to the South Australian Police.
- Help parents and carers to recognise bullying. Include information about what to do when their child is engaging in or affected by bullying.
- Work with families, service providers and the community to support students affected by bullying.
- Support students to repair and restore relationships that have been harmed by bullying.
- Have planned responses to bullying that foster trust and confidence. Make them visible and consistent.
- Ensure active communication with parents and carers as appropriate.
- Create student support plan to encourage positive reconnection after an incident.
- Consult with SRC mid-yearly to check-in on school bullying policy, procedures and responses and to obtain suggestions and feedback.

Students

- Model behaviours that are safe, respectful and inclusive, both face-to-face and online.
- Build skills, knowledge and confidence to recognise, respond to and manage bullying.
- Be a part of decision making to improve student safety and wellbeing.
- Take a stand when bullying is observed. Step in, if it's safe. Seek help from adults.
- Support friends and peers get help from trusted adults if they experience bullying.
- Support friends to behave in safe, respectful and inclusive ways if their friends engage in bullying.





Parents

- Model and promote safe, respectful and inclusive behaviours.
- Help their children to be safe online at home. This includes checking their children's use of technology and social media Make sure their children know how to identify and report bullying. Work with the school to help their children be safe from bullying.
- Talk to their children about safety issues. This includes bullying and cyberbullying. Help them understand what it is, why it is harmful and how to respond. Use the same messages the school uses.
- Report concerns about bullying to school staff and work with the school if a bullying incident occurs.
- Support their children to go to school while a bullying issue is being worked on.
- Get external professional support for their child, if required.

OSHC

Bullying incidents will be communicated between OSHC staff and the school as required. i.e. when both parties attend OSHC. This will allow for effective monitoring and intervention. The situation will be monitored until resolved.

Related policies

- School Behaviour Code; Behaviour Support Policy
- **Complaint Management Policy**
- ICT user agreements

Communication and review

- Consultation has been undertaken with students and Governing Council representing the school community to make local decisions.
- Ratified at the Governing Council meeting on the 08/08/2023.
- The school's policy can be accessed on the Forbes Primary School Website
- Prior to review, there will be a whole school survey on bullying students, families, staff.
- This policy will be reviewed every 2 years. Review date 2025.

Questions, concerns, and further information

If a student, parent or carer are not happy with the steps taken by the school, they can call the department's complaints management line on 1800 677 435.

Document of	control				
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Appendix 1: Restorative Practices

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions. It is a positive approach that works with students, rather than doing things to them or for them.

Conflict is an inevitable part of life. How we work to resolve conflict impacts on a school's climate and culture and ultimately on students' social and academic outcomes. Schools need to be safe places where young people can learn and thrive in a supportive, enriching environment. A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility.

When schools are restorative, they:

- value quality relationships
- model empathy and respectful relationships
- value student voice and utilise collaborative problem solving
- view inappropriate behaviours as opportunities for learning
- apply procedural fairness
- recognise the importance of repairing damaged relationships
- separate the 'deed' from the 'doer'
- foster self-awareness in the student
- use active listening and positive language and tone
- implement consequences that are proportional and fair
- remain future focused.

Build healthy Address and relationships discuss the needs between educators of the school and students community Restorative Practices Resolve conflict. Reduce, prevent, hold individuals and improve and groups harmful behavior accountable Repair harm and restore positive relationships







PRACTICES Ш ESTORATIV ď Щ MODNIH NOO

PREVENTATIVE build and maintain relationships | prevent conflict and harm

repair relationships | resolve conflict RESPONSIVE managing difficulties and disruptions

dentity

character and Appreciating background Celebrating personality

Procedures and

cause of behavior Changing mindsets ACES Adapted from Wachtel and McCold 2001

Understanding

Trauma Informed

Practices

environment

Creating a safe

Routines

Community Building

Classroom **Practices**

Curriculum

-earning Circles Relationship **Circle Time** Building

Emotional Literacy Problem Solving Communication Restorative Social & Values

Conversation Statements Relational

Affective

Restorative Chat Peer Mediators "I" statements questions Scripted

Language

NCIDENTS **ISSUES** MINOR

Restorative **Group or**

Conference

Formal

Mini Conference Problem Solving Peer Council questions Scripted circle

Whole class Circle

Class Conference

questions Scripted

Healing Circle

Conference Community

INCIDENTS SERIOUS ISSUES

> & POLICIES WHOLE SCHOOL APPROACH SCHOOL CULTURE COMMON LANGUAGE

> > **Government of South Australia** Department for Education

'Neverless than your best'

Appendix 2: Berry Street Triage Conversation

The script that teachers at Forbes Primary School will use to facilitate a restorative process is the Berry Street Triage Conversation prompt. After this conversation,

Triage Conversation Formula

Your strengths are

And I know you have the values of

Today was not your day.

Let's talk about what we need to restore the relationships that have been challenged.

How do you think felt when you ...?

What can we do to make the relationship right again?

Apology, Mediated discussion, Community Service

One more thing: We need to make sure you complete the work you missed.

What went well in this conversation?





