



Bullying and Harassment Policy

The meaning:

A definition for 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.

A definition for harassment is:

Behaviour that targets an individual or group due to characteristics held by that group (identity, race, culture, etc.) that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour or it may be a single act.

Burnside Primary School will provide a safe, inclusive, supportive and ordered learning environment free from bullying, harassment and violence. Bullying, including cyber bullying, harassment and violence, is not acceptable in this school. The school will work with the school community and other services and agencies to support its students in being responsible and productive members of this community. At our school students are expected to be respectful and cooperative community members. Bullying will be addressed through restorative practices (e.g. the victim has a say in the consequences, power is refocused or the bully may ask for forgiveness) that empower individuals to speak up and assert themselves. This is an important lifelong skill.

Code of Conduct: Rights and Responsibilities

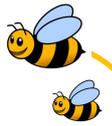
All students, staff, parents/caregivers have the **RIGHT** to:

- be treated with courtesy, kindness and respect
- express feelings and opinions respectfully
- work and play in an atmosphere of harmony and co-operation
- expect that the co-created school values and essential agreements will be consistently implemented and that there will be respect for the rights of all involved
- be valued as an individual
- learn in a supportive atmosphere



All students, staff, parents/caregivers have the **RESPONSIBILITY** to:

- treat others with courtesy, kindness and respect
- actively listen to others
- maintain a safe and secure school environment
- manage impulsivity
- model and support co-created school and classroom values
- develop and take responsibilities for their own actions
- value others, for their individual differences and similarities
- work to achieve their personal best whilst allowing others to do the same
- not take part in bullying in any way, with zero tolerance
- report incidents of bullying
- understand and not tolerate the participatory role of bystanders



The elimination of bullying at Burnside Primary School is everyone's responsibility. A person who is bullied does not have the problem alone because bullying adversely affects everyone in the community in one way or another.

For example:

- The student who is bullied and their family, suffer emotional and physical distress
- No one is safe whilst bullying is happening. Bullying creates a climate of intimidation and fear in which effective learning cannot take place
- Students who are aware of bullying but do nothing about it may feel guilty and ashamed and allow it to continue

Both students who bully and the bystanders can:

- become desensitised to cruelty and injustice
- fail to develop social responsibility
- in some cases, become involved at a later stage in workplace bullying and/or other forms of anti-social behaviour
- affect the way in which the school is perceived in the community
- facilitate the setting-up of humiliating experiences



Cyber Bullying

The widespread availability of the internet provides unprecedented opportunities to communicate and learn. Whilst most people use the internet as a powerful tool for communication and education, some individuals use the power of the internet for purposes such as posting quite personal information and for bullying and harassment. We can minimise the harm that such individuals do by teaching students how to use the internet safely and responsibly. Burnside Primary school teaches a Cyber safety curriculum in each year level.



The term cyber ethics refers to a code of safe and responsible behaviour for the internet community. Practising good cyber ethics involves understanding the risks of harmful and illegal behaviour online and learning how to protect internet users from such behaviour. It also involves teaching young people, who may not realise the potential for harm to themselves and others, how to use the internet safely and responsibly.

What makes cyberbullying so different than in-person bullying?

- It is often **anonymous** and **unlimited** by time and place so the victim has little respite from the abuse.
- There is an element of **disinhibition** due to anonymity where students who would not normally participate do so. It can reach hundreds or even thousands of people quickly. The victim can feel even more isolated.
- It often involves **repeated episodes** of aggression and an **imbalance of power**. The victim may feel escape is impossible.

An *Educator's guide to Cyberbullying and Cyber threats* defines the behaviour as verbal aggression such as:

- **Harassment** or repeated insults through various forms.
- **Defamation** of a person's character through derogatory postings, rumours, or images.
- **Flaming** or fighting messages using anger and vulgar language.
- **Outing** or deceiving someone into sharing secrets or private information.
- **Polling** such as posting an image on a voting website to make fun of a person's looks.
- **Impersonation** or identity theft to embarrass or destroy a person's identity.
- **Cyber Stalking** including sending intimidating or threatening messages.
- **Sexting** including sexual solicitation and/or exploitation.
- **Unsafe digital communities with shared interests, such as social communities that validate eating disorders, violence, or drug use.**

What is being done at Burnside to protect our students:

Children are explicitly taught about Cyber safety.

Clear policies have been developed around computer access, internet access and BYOD .

All teachers, administrators and counsellors are given training in the prevention of Cyber bullying.

Information evenings are held for parents and community members in regard to Cyber safety.

By incorporating technology into the classrooms teachers can focus on the ethical use of technology.

Interventions in regard to cyber safety focus on restoration, rather than punishment.

Conduct school climate surveys—including Resilient Youth Survey and Middle Years Development Survey.

Recommendations for staying safe while using the internet at home and at school include:

- Talk to an adult immediately if you see something you are not comfortable with.
- Be open and honest with parents/caregivers about your Internet usage.
- Talk to parents/caregivers about your different online experiences, the good and the bad.
- Tell mum and dad if anyone online makes you feel uncomfortable or scared.
- Don't give out personal details.
- Use advanced search to narrow results.
- Use internet content filters.
- Don't chat to people you don't know.
- Don't open unexpected email attachments.
- Don't follow email links you are not expecting.
- Don't follow email links that request personal details.
- Use an email junk-mail filter and anti-virus software.



Guidelines for students, teachers and parents on what to do in bullying situations

Terminology to be used within the school community

- Avoid the term “victim” and use “**recipient**” or “**target**” instead.
- Avoid the term “the bully” and use “**the student who bullied**” instead.
- Avoid the term “weaker” and use “**in a less powerful (or more vulnerable) position**” instead.

Guidelines to be followed within the school community

- All students are acknowledged and valued as individuals regardless of gender, racial, cultural, religious, physical or intellectual differences.
- The principal and staff have a responsibility to fairly; reasonably and consistently implement the Code of Conduct.
- All students are informed that if they are bullied, teachers are available to support them and to stop it from happening. Incidents must be reported to a teacher be it the class teacher, the teacher on duty or a person with whom they feel comfortable.
- All students are informed that if they witness bullying or are aware of it occurring in other ways, incidents must be reported to a teacher whether it is the class teacher, yard duty teacher or a person with whom they feel comfortable.
- All parents are informed that if they believe that their child or another child is being bullied, they should contact the school,.
- All teachers are informed that if they feel bullied they must report the incident to the principal or line manager.
- All teachers are informed of the procedures that must be followed if an incident of bullying is reported to them.
- All teachers have a responsibility to respond to, investigate, follow up and monitor incidents of bullying.

Procedures for identifying and dealing with bullying

The staff member investigating the report should:

1. Establish the facts
 - What was said and/or done to the recipient
 - The time and place the incident occurred
 - The reaction of the recipient
 - Whether it is the first time the recipient has experienced bullying behaviour and, if not, whether the same person or group was involved
 - Whether the recipient knows of anyone else experiencing the same treatment
 - Whether there were any witnesses to the incident



These facts will be ascertained using a range of strategies which best suit the child’s age and emotional state eg. Drawings, written conversations, group interviews, one on one interviews and verification techniques. This information must be recorded and kept for future reference.

2. Strategies the school will use to respond to a confirmed incident of bullying:

- Record any statements from the recipient of bullying
- Record any statements from witnesses
- Record any statements from the student who allegedly bullied
- Discuss a range of possible solutions to manage the situation and find a resolution to which all parties involved agree
- Advise all involved that they may make additional reports if they are not satisfied that the issue has been resolved
- Advise the parents of the recipient, and the student who bullied, of the incident
- Monitor and record the situation on an ongoing basis
- Where necessary provide support and the opportunity for counselling for the recipient and the student who bullied
- Develop an Individual Behaviour Management Plan, where necessary, for the student who bullied and the recipient, to promote and establish positive peer relationships
- Establish behaviour management strategies for the student who has bullied.

3. If bullying by a student persists, strategies to eliminate further incidents may include recommendations to seek placement of the student in an alternative setting such , suspension or exclusion.

Parties involved will be advised of their right of access to the Department of Education and Childhood Development and complaints procedures or to seek external review through the office of the State Ombudsman.

Our Whole School Approach to Bullying and Harrassment Prevention

Restorative Practices

The fundamental concepts of Restorative Practice include an understanding of violation of people and relationships, resultant obligations and liabilities, restorative justice to heal and put things right and seeking to heal and put things right. These fundamental concepts have the relationship and putting it right at its core. Restorative Practice is based on an old common sense understanding of wrongdoing and the underlying need in all of us to be connected. Wrongdoing is therefore damage to the connection, and restorative justice seeks to understand, make amends and put things right. The healing of the relationship invariably concerns all those connected to or affected by the wrongdoing thus allowing everyone to begin their “**journey to belonging.**”

Essential Agreements

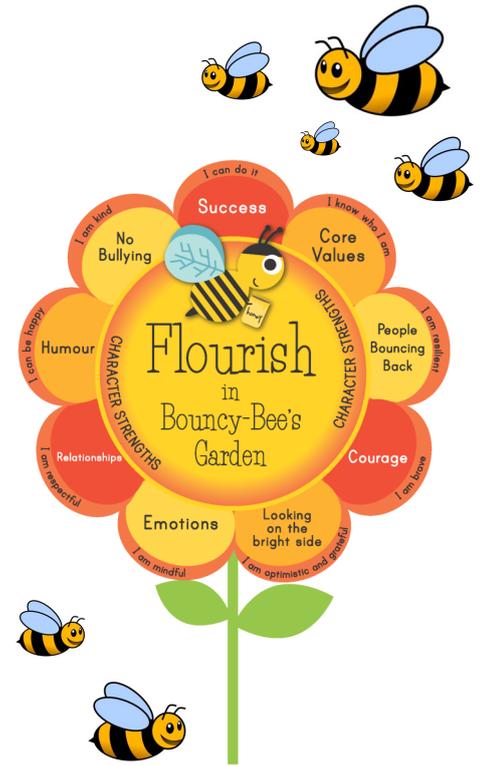
At Burnside Primary School our values and essential agreements, co-created with students, are stated positively and support the principles and practices of the school wellbeing program and endeavour to develop:

- an understanding and use of common language
- social skills and social competencies.
- A strengths based approach

Flourishing in Bouncy Bee's Garden

At Burnside the students are explicitly taught strategies to deal with situations when they or their peers are being bullied. These strategies are linked with our Flourish Program and include:

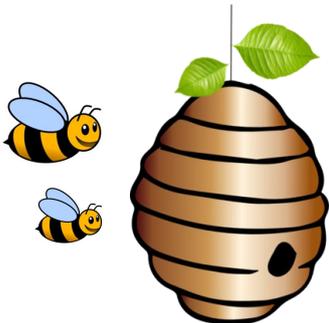
- Identifying a network of trusted people who can help you. Borrowing their strengths to support you through your challenge. **Remember! 'I am brave'.**
- Speaking up and reporting what has happened. **Remember! 'I am resilient', 'I am brave' and 'I can do it'.**
- Not reacting at the time and being sure to report it later. **Remember! 'I am mindful'.**
- Sticking up for yourself **Remember! 'I know who I am' and 'I am brave'.**
- Use a loud, assertive voice **Remember! 'I am respectful' and 'I am brave'.**
- Making an 'I' statement, Saying- “Stop it, I don't like it when you..... Leave me alone!”
- Being respectful. **Remember! 'I am respectful' and 'I know who I am'.**
- Making eye contact when you say how you feel, standing tall and proud, using bold body language **Remember! 'I am brave', 'I know who I am' and 'I am resilient'.**
- Talking to your teacher, senior staff, or an SRC Representative. These people will help you to solve the problem.
- Not bullying back.
- Not putting up with bullying
- When bullies apologise don't say – “That's okay”. Instead tell them “I accept your apology and I don't want you to do it again.”
- Standing by watching, laughing or encouraging bullying is unacceptable. Such action indicates that you accept bullying of another person. Bystanders need to take action and support the person being bullied. **Remember! 'I am kind' and... 'I am brave' and I can tell the bully to...**



Bounce Back

Bounce Back is a program that is taught from R-7 to support children and adults to develop resilience and a stronger sense of wellbeing. This program is delivered across our site.

Child Protection Curriculum



- recognise abuse and tell a trusted adult about it
- understand what is appropriate and inappropriate touching
- Understand ways of keeping themselves safe.
- The curriculum has been developed by child protection experts and experienced educators from South Australian schools and preschools. This is a mandated curriculum that needs to be taught in all Government schools.