

Name of Policy

# Anti-Bullying and Harassment and Violence Policy

The department, school communities, services and agencies work together to create learning communities which are:

- safe
- inclusive
- conducive to learning
- free from harassment, bullying and violence

**Bullying** is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm.

**Harassment** is behaviour, ongoing or a single act, that offends, humiliates, intimidates or creates a hostile environment by targeting an individual or group.

**Violence** is the intentional use of physical force or power, threatened or actual, against another person that results in psychological harm or physical injury.

**Purpose**

*Bullying behaviour, Harassment and Violence are not part of the culture that is valued at Brompton Primary School.* Our aim is to ensure all students experience a safe, secure and caring environment and;

- ✓ Develop connection and belonging
- ✓ Experience trust and respect
- ✓ Develop a sense of personal competence

All members of our school community have the RIGHT to feel respected so optimum learning can occur.

**Action**

**PARENT/ CARER expectations**

- Families cultivate, demonstrate and promote a shared understanding of positive and respectful behaviour to behave in ways that value the right of others to be safe in our community.
- Reassure your child that seeking help is the right thing to do.
- Assist your child in discussing the problem with a teacher.
- Discourage any planned retaliation by encouraging the use of positive strategies.
- Work collaboratively with the school to resolve concerns about behaviour when incidents occur.
- Check in regularly with your child.

**SCHOOL expectations**

- Provide parent education sessions about bullying at different developmental ages and stages
- Provide parent resources about how to work with schools to address bullying, what to do if their child is bullied and what to do if their child engages in bullying
- Staff to be skilled and confident by having access to foundational training and inclusive education practices.



- Staff to have access to relevant resources and materials.
- Be aware of the procedures to follow when responding to incidents of student bullying, and that these are regularly reviewed and updated if necessary. (*refer Procedure*)
- Provide student access to evidence-based resources and curriculum content to learn socio-emotional skills, resilience and help seeking skills.
- Provide student access to evidence-based resources and curriculum content to learn about bullying, cyber bullying and online safety.

The school has a responsibility to ensure that all students have the right to learn and are safe. Where this is seriously affected as a result of student/s behaviour, the school may invoke a suspension for a period of time to be determined

### **TEACHER expectations**

- Recognise a student's behaviours and mood changes that may indicate a student is experiencing bullying.
- Recognise that some children and young people may be at greater risk of bullying, - can include children with disabilities, Aboriginal children, children from culturally, linguistically and gender diverse backgrounds.
- Understand why behaviour is occurring and implement strategies to support development of respectful relationships.
- Build a learning environment that is safe and secure - with clearly established norms of behaviour and codes of conduct.
- Trauma Aware practices are introduced and embedded in classroom culture.
- Explicitly teach students strategies to implement if they experience bullying behaviour.
- Explicitly teach students the process for seeking support if required.

### **STUDENT expectations**

All children are able to contribute to their learning and wellbeing when they:

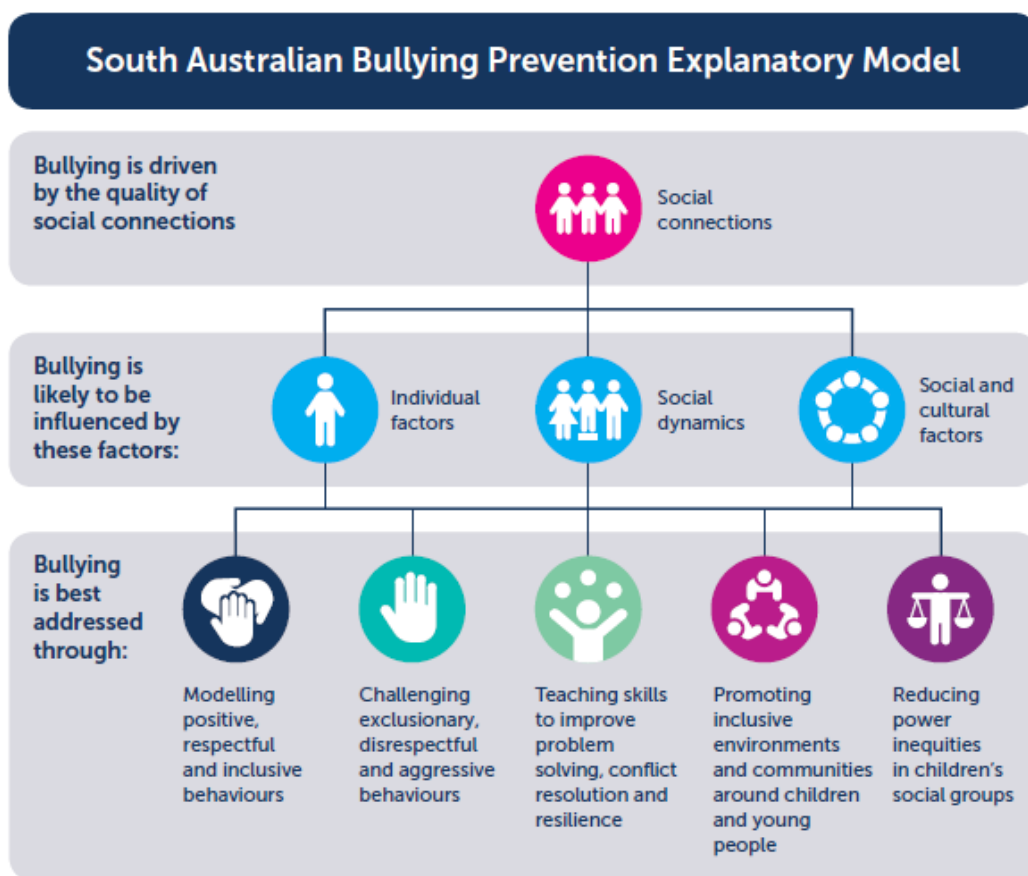
- Treat others in a way that demonstrates respect and inclusiveness
- Ensure their verbal, physical and online interactions are safe, respectful and inclusive
- Take a stand when they see behaviours of concern in persons or online, by safely intervening or seeking help from adults to intervene – tell the bully to stop and support the victim to seek support if required
- Support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults.
- Develop skills and knowledge to deal with bullying, supporting peers
- Implement one of the explicitly taught strategies if bullying occurs
- Seek further support from an adult.

### Key actions to deal with bullying

No one response will end bullying. The South Australian Bullying Prevention Explanatory Model strengthens existing bullying prevention responses in education, health and justice.

It creates coordinated and consistent responses across government and non-government organisations that aim to strengthen the social connections between a child or young person and their community.

The strategy gives us five consistent actions to deal with bullying within the school gates and beyond.



<p>Related items</p>	<p>BPS procedure                  Department for Education Behaviour support policy June 2019                  Department for Education Bullying harassment and violence updated 5 May 2020  <a href="http://www.bullyingnoway.gov.au">www.bullyingnoway.gov.au</a></p>
<p>Review date</p>	<p>May 2022 or in line with Department for Education strategy</p>
	<p>Governing Council approved: ..... / ..... / 2020</p>