



# Salisbury North Primary School Anti-Bullying Policy

Year created: **2023**

Next Review year: **2026**

## RATIONALE

This policy is designed to provide the members of the whole school community with an understanding of their rights and responsibilities when bullying and harassment arise. It documents types of harassment and bullying, discrimination, and violence. This policy outlines bullying prevention strategies and strategies to report and respond to bullying for staff, parents/carers, and students.

## DEFINITION OF BULLYING

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.

# THREE MAIN FEATURES OF BULLYING

Bullying has three main features:

## 1. Bullying involves the misuse of power in a relationship.

Conflict and fights between equals are not considered bullying. Bullying involves a power imbalance where a person or group of people have more power than the person being bullied.

Power can come from:

- Physical characteristics like being bigger, taller, stronger, or physically capable
- Being older
- Having more money or possessions
- Being popular, well-liked, having lots of friends
- Being in a group
- Being from the mainstream or dominant culture, religion, gender identity, sexual identity

## 2. Bullying is ongoing and repeated.

One incident of conflict is generally not defined as bullying.

But a one-off incident might be:

- Harassment
- Violence
- Discrimination

These types of incidents must receive a response from school staff, using the behaviour support policy.

One act, by one person, may be bullying if:

- The one-off behaviour adds to other people's behaviours, which forms a collective pattern
- It can be shared online to a large audience or reposted on other sites

## 3. Bullying involves behaviours that can cause harm.

Bullying can cause physical and psychological harm. Physical harm may result in injuries. It can also include theft or damage to belongings.

Psychological harm can include:

- Anxiety
- Not wanting to go to school
- Lack of interest in school
- Isolation and depression

A fear of being bullied can create psychological harm. Bullying can have long-term and short-term negative impacts. Negative impacts can be experienced by everyone involved, including bystanders. Bullying can impact on children and young people in different ways. This will depend on the personal resources of the individual and the support network that is available to them. This network may include peers, friends, school, and family.

# TYPES OF BULLYING

Types	Example of behaviour
Physical	<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Kicking</li> <li>• Tripping</li> <li>• Pinching</li> <li>• Pushing</li> <li>• Spitting</li> <li>• Damaging or stealing belongings</li> </ul>
Verbal	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Insults</li> <li>• Taunting</li> <li>• Intimidation</li> <li>• Threats</li> <li>• Sarcastic remarks</li> <li>• Put-downs</li> </ul>
Social	<ul style="list-style-type: none"> <li>• Social exclusion</li> <li>• Lying</li> <li>• Spreading rumours</li> <li>• Unkind facial expressions or body language</li> <li>• Mean and condescending looks</li> <li>• Playing jokes to embarrass and humiliate</li> <li>• Mimicking and damaging someone's reputation or social relationships</li> </ul>
Cyber	<p>Cyberbullying is bullying behaviour which is done online. Verbal and social bullying can be cyberbullying when it occurs online. Cyberbullying often occurs in addition to face-to-face bullying.</p> <p>Cyberbullying includes:</p> <ul style="list-style-type: none"> <li>• Manipulation of peer group</li> <li>• Nasty online gossip and rumours</li> <li>• Leaving people out and humiliating others</li> <li>• Creating sites that mock others or starting social exclusion campaigns on social media sites</li> <li>• Repeatedly, and for no strategic reason attacking players in online gaming</li> <li>• Sharing someone's personal or embarrassing information online</li> <li>• Inappropriate image tagging</li> <li>• Making demands or giving harmful instructions</li> <li>• Sending abusive messages, hurtful photos or videos</li> <li>• Altering images to create hurtful memes or fake images of someone</li> <li>• Creating fake accounts in someone's name to trick and humiliate them</li> <li>• Forcing, threatening or being manipulative to obtain nude or nearly nude photos</li> <li>• Non-consensual sharing of nude or nearly nude images</li> </ul>

# HARASSMENT, DISCRIMINATION AND VIOLENCE

Sometimes reports about bullying may also include behaviours that are harassment, discrimination, and violence. These behaviours can be related to each other and overlap. But they can also be separate concepts and experiences.

Harassment, bullying, discrimination and violence all create or add to a negative environment. This negative environment can make children and young people feel unsafe and unable to reach their full potential. Harassment, bullying, discrimination or violence for any reason are not acceptable. Leaders and staff must be proactive and responsive in addressing these behaviours.

## DEFINITIONS OF HARASSMENT, DISCRIMINATION AND VIOLENCE

Harassment	Discrimination	Violence
<p>Harassment is negative behaviour that targets an individual or group.</p> <p>An individual (or group) may be targeted because of their:</p> <ul style="list-style-type: none"> <li>• Identity</li> <li>• Race</li> <li>• Culture or ethnic origin</li> <li>• Religion</li> <li>• Physical characteristics</li> <li>• Gender identity</li> <li>• Sexual orientation</li> <li>• Age</li> <li>• Economic status</li> <li>• Ability or disability</li> </ul> <p>Harassment behaviour offends, humiliates, intimidates, and creates an unsafe environment.</p> <p>It might be an ongoing pattern of behaviour or a one-off act. It might be directed randomly, or at the same person.</p> <p>Harassment can be purposeful or unintended. A lower level behaviour can be harassment if it continues despite requests for it to stop.</p>	<p>Discrimination happens when people are treated differently (less favourably) to others.</p> <p>Discrimination can disadvantage some people because of their background or personal characteristics.</p> <p>People can experience discrimination based on their:</p> <ul style="list-style-type: none"> <li>• Identity</li> <li>• Race</li> <li>• Culture or ethnic origin</li> <li>• Religion and religious appearance / dress</li> <li>• Physical characteristics</li> <li>• Gender identity</li> <li>• Sexual orientation</li> <li>• Age</li> <li>• Economic status</li> <li>• Ability or disability</li> </ul>	<p>Violence is the intentional use of physical force or power against another person.</p> <p>Violence can be threatened or actual. It might result in psychological harm, injury or in some cases death.</p> <p>South Australian Police will be contacted by phoning 131 444 if a serious assault takes place on school grounds.</p>

# PREVENTATIVE AND INTERVENTION STRATEGIES

## Preventative Strategies

At Salisbury North Primary School, we use the following preventative strategies:

- Use proactive strategies such as the Child Protection Curriculum to teach students about respectful relationships, taking responsibility for their own actions, and the importance of friendly, caring interactions with others
- Explicitly teach students about conflict resolution, ways to manage their emotions and resilience
- Use de-escalation strategies such as the 5-point scale and zones of regulation
- Identify and define the difference between everyday conflict and bullying and harassment
- Use 'What's the Buzz?' to teach social stories and build resilience
- Provide students who display tier 2 and 3 behaviours with individual positive reinforcement strategies

## Intervention Strategies

At Salisbury North Primary School, we use the following intervention strategies:

- Holding restorative conversations with students
- Discussions with parents or caregivers
- Explicitly teaching students through role play, videos and scenarios not to be bystanders, to get involved and seek an adult to intervene if needed
- Ensure all staff are equipped to address bullying effectively and respectfully

## Using Restorative Practice

Restorative practice helps build a sense of belonging, safety, and social responsibility within the learning environment. When things go wrong, Salisbury North Primary School uses restorative conversations as a process to address behaviour errors. This allows us to repair and restore relationships for both perpetrators and victims of bullying.

## What should families do?

- Listen calmly to your child
- Discourage any planned retaliation, either physical or verbal
- Do not encourage verbal or physical violence as a suitable means of defence
- Let your child know that telling you about the bullying is the right thing to do
- Discuss the problem with your child
- Assist your child to discuss the problem with the classroom teacher or member of the leadership team
- To not trivialise the problem
- If online, ensure you know who your child is speaking to – enforce cyber safety
- If the issue occurs online, families have the right to report the incident to police along with screenshots

# REPORTING AND RESOLUTION FLOWCHART

Staff and leadership must take reports of bullying seriously. All reports of bullying will receive a response from leaders and staff. The response must be fair, and depend on the child or young person's:

- Behaviours
- Needs

The rights of all students to be safely included in learning must be respected. The leadership team must immediately respond to bullying that is life threatening or is a criminal offence. They must complete an Incident Recording Management System (IRMS) and if a criminal offence has taken place they will be required to report to the South Australian Police.

## Report Bullying

Students should report bullying to their classroom teacher. Reports about bullying should provide as much information as possible. They should include:

- Who was involved. For example:
  - Who did the bullying?
  - Who the behaviour was directed at?
  - Any witnesses
- When the incident happened
- Where the incident took place, for example social media
- The behaviour
- 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 will gather information about a bullying incident. They might speak about the incident with:

- Children and young people
- Parents or carers
- Other staff
- Any other witness or person involved.

They might collect information about what happened. For example, documents or screenshots of online content.

## Intervention and Support

Staff need to see if the incident:

- Meets the definition of bullying
- Poses an immediate risk to the safety of children, young people and staff

If there is no immediate risk, staff have different strategies they can use with children and young people who were directly involved:

- Restorative practices, teacher and leadership will follow Restorative and Re-engagement flowchart.
- Parent or carer meeting
- School-based consequences. For example:
  - Loss of privileges
  - Given a learning task
  - Limited areas for play or activities
  - Extra yard supervision
- Suspension and /or exclusion

## Document and Record

Staff must record all incidents of bullying and responses. This must be documented and stored in line with Department for Education records management procedures. A record of an incident might go in a child or young person's file. Incidents can be recorded in one of the school, preschool or children's services databases. For example:

- Education Department School Administration System (EDSAS)
- Incident Recording Management System (IRMS)

## Monitor and Follow Up

Leaders and staff must check on all children and young people involved in a bullying incident. They will make sure:

- All children and young people are safe
- Relationships are repaired
- Talk with children and young people, parents and carers about the actions taken
- Check if these actions have helped

# RESPONDING TO HARASSMENT AND BULLYING

## Example Behaviours of Harassment and Bullying.

### Verbal

- Name calling
- Putting someone down
- Teasing
- Threats

### Physical

- Spitting
- Hitting
- Kicking
- Pushing

### Social

- Excluding
- Mimicking
- Humiliating others in social setting/group
- Spreading rumours

### Cyber

- Online rumours
- Sharing or posting videos/photos without permission
- Sending or posting hurtful or abusive messages
- Pressuring or sharing inappropriate photos

Staff will investigate the facts of the incident and use their professional judgement to determine the appropriate tier of consequence for harassment and bullying displayed.

LOWER LEVEL

Once Off Incidents

### Harassment Consequences

#### (Teacher/ Classroom)

- Redirection to appropriate behaviour
- Practice of appropriate behaviour
- Modelling of appropriate behaviour
- Teacher/student chat
- Restorative conversation

MIDDLE LEVEL

Consistent and Ongoing

### Bullying Consequences

#### (Teacher/ Leadership support)

- Specific redirection by teacher
- Intense practice of behaviour
- Behaviour agreement
- Parent contact
- Restorative conference involving all stake holders

HIGH LEVEL

Continued

### Bullying Consequences

#### (Leadership)

- Parent contact
- Behaviour contract
- Meeting with a membership of leadership
- Limited/changes to social interactions
- Restorative conference involving Team Around Child (TAC)
- Suspension/Exclusion/ Expulsion (SEE)
- Police involvement if necessary

# RESPONDING TO HARASSMENT AND BULLYING

## Legal grounds to suspend and exclude:

Under the [Education and Children's Services Act 2019](#), the legal decision to suspend or exclude applies when the principal believes on reasonable grounds that:

- The student has threatened or perpetrated violence
- The student has acted in a way that threatens the safety or wellbeing of a student, member of staff or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person)
- The student has acted illegally
- The student has interfered with the ability of a teacher to teach or of a student to learn
- The student has acted in a way that threatens the good order of the school by persistently contravening or failing to comply with behavioural rules applying within the school

A student can also be suspended if they show persistent and wilful inattention or indifference to school work.

## Behaviour incidents outside of school hours or off school grounds:

A student can be suspended or excluded for behaviour that happened outside of school hours or off school grounds. This is only if there's a reasonable connection between the student's behaviour and the school or school relationships. For example, behaviour:

- That happened on the way to school
- While wearing school uniform or representing the school
- While on school excursions or camps
- In person or online towards another student or school staff, in the evening or at the weekend



## VALUABLE RESOURCES

### BULLYING. NO WAY!

**Bullying. No way!** Is designed to provide parents and children with access to information about bullying, harassment, discrimination and violence in schools. It contains a mix of games, art, stories, forums, advice and fact about bullying, including cyber bullying.

- [www.bullyingnoway.com](http://www.bullyingnoway.com)



**Parenting SA** supports parents by providing quality information on raising children and young people from birth to 18 years. Parenting SA is a partnership of the Department for Education and the Women's and Children's Health Network.

- [www.parenting.sa.gov.au](http://www.parenting.sa.gov.au)
- Phone: 1300364100 (cost of a local call)



**Kids Helpline** is Australia's only free, private and confidential 24/7 phone and online counselling service for young people ages 5-25.

- [www.kidshelpline.com.au](http://www.kidshelpline.com.au)
- Phone: 1800 55 1800 (free call)

**DECD Parent Hep Line: 1800 222 696**

**Child and Youth Health Parent Help Line: 1300 364 100**



**Think You Know Resources** is an education program with resources run by the Australian Federal Police. The website provides resources and advice for parents, carers, educators, children and young people to prevent online exploitation.

- [www.thinkuknow.org.au](http://www.thinkuknow.org.au)