BULLYING.NO WAY!
POLICY AND PROCEDURES

Every Child Matters,

Each Moment Counts,

Everyone Belongs

Respect ~Resilience ~ Responsibility ~ Kindness

OCEAN ROAD
PRIMARY SCHOOL

Contents

OCEAN ROAD PRIMARY SCHOOL ACKNOWLEDGEMENT OF COUNTRY

We assemble in this special place to celebrate our leaning journey together.

We acknowledge the traditional custodians of this land upon which we learn, the Bindjareb people of the Noongar Nation.

We pay respects to the elders of the past, present, and future and acknowledge their spiritual connection to Country.

OCEAN ROAD PRIMARY SCHOOL

BULLYING. NO WAY!

"Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college she attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world." Eleanor Roosevelt.

AIM
Ocean Road Primary School aims to provide a safe, supportive, respectful, and positive learning environment free from bullying, harassment, discrimination, and violence. Preventing bullying involves everyone talking together openly and respectfully. (Bullying. No Way!).

PURPOSE
To create a safe environment where bullying is unacceptable, and all forms of bullying are addressed.
- Preventing bullying behaviours
- Dealing effectively with any bullying that occurs.

DEFINITION AND TYPES OF BULLYING

BULLYING DEFINITION
The national definition of bullying for Australian schools says:

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**.

TYPES OF BULLYING
Bullying takes many forms, and can include:

Verbal: repeated use of words to hurt or humiliate. Includes put-downs, insulting language, name-calling, swearing, intolerant comments and nasty notes.

Physical: includes repetitive low level hitting, kicking, pinching, pushing, tripping, unwanted physical contact, and damage to property.

Emotional/Psychological: includes repeated stalking, threats (implied included), unwanted email or texts, abusive websites, threatening gestures, manipulation and blackmail.

Social: involves repeated ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information

Cyber: involves the use of information and communication technologies (email, text messages, instant messaging and websites) to engage in the bullying of other individuals or groups.

Bystanders are those who see or know about bullying but are not usually directly involved.

CYBERBULLYING
Cyberbullying is using technology to bully a child or young adult. Its intent is to hurt or embarrass them through electronic means i.e., email, text, instant messaging services, social media.

The national definition of bullying for Australian schools at **Bullying. No way!** describes bullying as behaviour that is repeated or has the potential to be repeated. Cyberbullying sits

within this definition even when there is only one occurrence of online bullying. The fact that it is online means that it can be repeated through sharing.

If you believe that material constitutes cyberbullying, you should report it to the platform on which it appears. If the platform does not act within 48 hours, you can report it to eSafety.

BULLYING IS NOT
Many behaviours are not bullying even though they are unpleasant and often require teacher intervention. Behaviours that occur only once or are part of a conflict between equals is not bullying.

SCHOOL STRATEGIES TO PREVENT AND MANAGE BULLYING

Research-based best practice to prevent and manage bullying includes our positive behaviour support approach that promotes a positive school environment and the development of mutual trust and respect. All our children have the right to a safe, environment both at school and in the digital world where bullying is unacceptable in all its forms. Ocean Road Primary School takes any form of bullying seriously and has clear processes for preventing and managing the bullying of others.

PREVENTION

We build awareness and empathy and teach strategies for dealing with bullying throughout our curriculum. Some of the programs and teachings that we specifically employ are our Values lessons, Highway Heroes, Digi-Social, Zones of Regulation and Think Equal.

All forms of bullying are included in our Behaviour Education Plan and Policies. Through Positive Behaviour Support we build an inclusive school climate where clear behavioural expectations are taught, reinforced, and consistently addressed.

We have employed a BeYou Student Wellbeing Coordinator to promote resilience and student wellbeing through building healthy, respectful, and positive relationships with a focus on mental health. We also engage in the National Day of Action against Bullying and Violence which is held on the third Friday of every March.

THREE-TIERED INTERVENTION TO PREVENT AND MANAGE BULLYING

TARGETED INTERVENTION

Skilled Student Support Team to case manage in collaboration with families:

- individualized supportive planning for students who are bullied
- individualized supportive planning for students who consistently engage in bullying behaviours
- referral to health services and community supports

SELECTED INTERVENTION

- Reporting and investigating systems in place for students
- Reinforcing consequences for bullying
- Mediation
- Restorative Practice
- Active supervision in bullying "hot spots"
- On-the-spot interventions
- Small group SEL instruction for students who show early signs of bullying behaviour
- Student voice
- Buddy systems
- Alternative play areas

UNIVERSAL INTERVENTION

- Positive Behaviour Support
- Values lessons
- Highway Heroes
- Digi-Social
- Zones of Regulation
- Think Equal
- BeYou Student wellbeing coordinator
- Use of surveys and other data (BeYou)
- Playground supervision high vis jackets
- Effective classroom management strategies

- Common definition of bullying
- Clear BP policies and expectations for bullying reporting and follow-up
- Teacher and staff training on BP and intervention including emphases on equitable trauma informed care
- Community Circles
- Appropriate playground equipment and activities
- Encourage all students to inform on bullying behaviour

SCHOOL RESPONSE FLOWCHART

1. Listen carefully and calmly, and document what the student tells you	Ensure a private place to talk. Do not dismiss their concerns or make them feel they are at fault. Listen to their account fully first and then ask them (and maybe others) questions to get more detail. Avoid the terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders. Clarify if there are immediate safety risks and let the student know how you will address these. Write a record of the conversation.
2. Collect additional information	Ask for any evidence from the student. Speak with all students involved, including bystanders. Be alert regarding evidence if the incident may constitute a crime. If so, alert the deputy principal immediately. Keep records of who, what, where, when, how, why.
3. Record the incident on a Bullying Report Form	Document the incident and the action plan moving forward. Store it on shared drive
4. Record the incident on Integris	If recognised as ongoing, targeted bullying or cyberbullying, record the incident on Integris
5. Discuss a plan of action with the students	Discuss an immediate plan of action with the student/s Inform all students involved of your intention to inform their parents/guardians. Provide suggestions to the students about what to do if the bullying occurs again
6. Notify the parents/guardians	Involve the parents and other caregivers in developing the long-term plan of action if required.
7. Notify appropriate personnel	Inform the Learning Support Coordinator, and/or the Deputy Principal
8. Set a date for follow up review/s	Check in with students to ensure the school's efforts have not caused other problems or merely created a problem elsewhere.
9. Follow up with students over the next several weeks and months	It is essential to be alert to ongoing bullying, particularly the possibility that the bullying can 'reappear' in another form sometime later.

Adapted from Bullying. No Way!