



Anti-Bullying Policy

Please note this policy is mandatory and staff are required to adhere to the content

Summary

Keith Area School Anti-Bullying Plan

Keith Area School aims to provide a safe, inclusive, supportive learning environment free from bullying, harassment and violence.

Table 1 - Document details

Publication date	March 2019
Version	2023 08
Replaces	2019 03
Approved by	Principal Jacqui Vandeleur
Approval date	28/07/2023
Review date	August 2026



KEITH AREA SCHOOL

Table 2 - Revision record

Date	Version	Revision description
August 2023	2023 08	Updated to new Policy template, reviewed by leadership, ratified by Governing Council



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1. Title

- Anti-Bullying Policy

2. Purpose

- Keith Area School aims to provide a safe, inclusive, supportive and ordered learning environment free from bullying, harassment and violence.

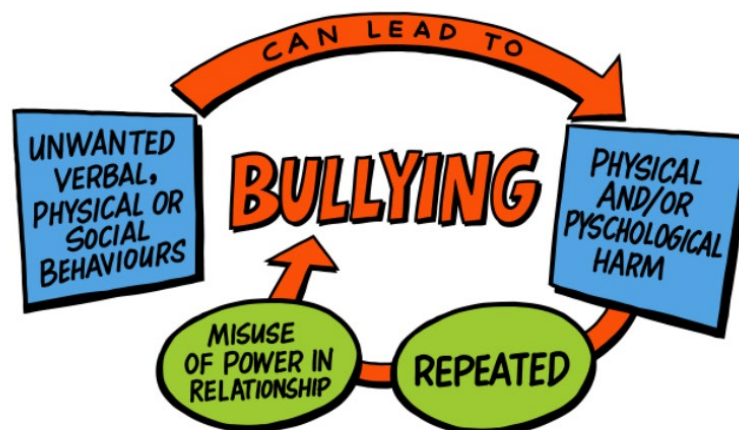
3. Scope

- Keith Area School does not tolerate bullying, including cyber bullying, harassment and violence. These behaviours are not acceptable in this school and will be dealt with seriously and expediently.
- It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Keith Area School. Our school community has the expectation that the behaviour of all students, parents and staff will reflect our school values: Respect – Courage – Cooperation – Achievement.
- **This policy applies to all school and school approved activities. This includes school bus travel, cyber activity, sports, excursions/camps and special programs such as SAPSASA and Choir.**



4. Policy detail

- **At Keith Area School we believe:**
 - Each person has the right to be valued and treated with respect
 - Each person has the right to participate in a pleasant, healthy and safe environment
 - Each person has the right to develop in a positive learning environment
 - Each person has the right to be valued for his/her individuality, to be cared for, trusted and encouraged to express him/herself in a supportive school environment.
- **National definition of bullying for Australian schools**
 - 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.
- **Single incidents** and conflict or fights between equals, whether in person or online, are not defined as bullying.





4.1 Behaviours that **do not** constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

**Please Note: these conflicts still need to be addressed and resolved.

4.2 Forms of Bullying:

- **Physical**
 - Taking, damaging or interfering with something, which belongs to someone else
 - Hitting, kicking, punching, pushing, scratching, biting etc.
 - Making rude gestures
- **Verbal**
 - Name calling, threatening
 - Teasing
 - Put downs
- **Emotional**
 - Excluding others from the game or group
 - Spreading stories about others designed to hurt or embarrasses
 - Gossiping, whispering, facial expressions
 - Making someone do something they do not want to do.
- **Sexual**
 - Touching or brushing against someone when they have asked you to stop.
 - Whistling, gesturing or making comments about someone's body.
 - Telling offensive jokes or showing offensive reading matter.
- **Racial**
 - Making degrading put downs or gestures about your cultural background.
 - Calling someone names because of their cultural background.
 - Telling jokes or showing offensive material related to their cultural background.
 - Deliberately excluding someone because of their background.
- **Intellectual**
 - Calling someone names or giving someone a hard time because they may be good at something or find something difficult. (E.g. school work, sport, certain school subject)
- **Cyber**
 - Threats, teasing, messages and posting of pictures made through information and communication technologies, such as the internet and mobile phones or other personal electronic devices.
 - Establishing offensive websites about others.
 - Writing offensive comments on social media



4.3 Prevention strategies

What we do at Keith Area School to prevent and address bullying:

Keith Area School uses a prevention, intervention and post-intervention model to prevent and address bullying.

- Prevention strategies include:
 - Establish, maintain, make explicit and model the school's expectations and values related to bullying.
 - Adopt positive classroom management strategies and incorporate respectful relationships and anti-bullying messages into curriculum delivery.
 - Ensuring students have choice and voice in learning programs, including social learning.
 - Having programs that teach social skills, language expression, non-violent problem solving and give students' skills in emotional intelligence, emotional regulation and aggression management (e.g., Kimochis, Bounce Back, Ripple Kindness Project, What's the Buzz? Pastoral Care).
 - Teach students appropriate grievance procedures, countering harassment strategies, conflict resolution and problem-solving skills.
 - Teach students how to respond appropriately and be effective bystanders.
 - Communicate and interact effectively with students and parents and engage in collaborative problem solving to address issues of bullying.
 - Participate in professional development related to decreasing bullying and implement the Child Protection Curriculum.
 - Reinforce positive behaviour through incentive schemes both in individual classrooms and school wide.
 - Developing peer connectedness and resilience among students.
 - Teach for and about diversity.
 - Involve students in democratic processes. i.e., class meetings and SRC
- Intervention strategies include:
 - Student Support Team referrals and intervention
 - Counselling students who have been bullied.
 - Negotiating individual student support plans with parent / student / staff to support children.
 - Talking with parents/carers about the situation.
 - Facilitating restorative conversations between the wrong doer and the victim
 - Putting consequences in place for those who bully others.
 - Teaching students to be better bystanders.
 - Ensuring that all staff know how to address bullying effectively and respectfully.
- Post-Intervention strategies include:
 - Staff working together to monitor interactions between children who are having difficulty
 - Talking with parents about strategies to support their child
 - Keeping an eye on problem areas in the yard
 - Reviewing and implement behaviour procedures and plans
 - Seeking support from the Department and/or external counselling services
 - Opportunity for parents or staff to arrange a follow up meeting



5. Roles and responsibilities

Table 3 - Protection

The following responsibilities are actively promoted throughout the school community and assist in building a shared stand against bullying.

Role	Authority/responsibility for
Students have a responsibility	<p>If a student feels they are being bullied, or has witnessed bullying behaviour they should:</p> <ul style="list-style-type: none"> • Tell the person that they are being a bully and to stop the behaviour. <ul style="list-style-type: none"> ○ Ask the person to stop... but if it continues ○ Collect an eyewitness ○ Take the eyewitness and report it to an adult • Support the person who is being bullied and seek support from a teacher at the time of the incident. <ul style="list-style-type: none"> ○ Respond by caring ○ Eyewitness events ○ Play it cool and don't get caught up in it ○ Offer support ○ Remove the victim and report to a teacher ○ Take care of the victim • Refrain from bullying others • Report all on-going bullying <p>Involving bystanders is a very important aspect of reducing bullying. If you see something, say something.</p>
Staff have a responsibility	<p>In the first instance teachers will:</p> <ul style="list-style-type: none"> • Act as role models of caring and supportive behaviour • Act upon all reports of conflict, harassment and bullying behaviour • Protect student(s) from further harm



Role	Authority/responsibility for
	<ul style="list-style-type: none"> Record incidents appropriately <p>Each case will be treated individually and confidentially:</p> <ul style="list-style-type: none"> In most situations staff will use a restorative approach focused on students taking responsibility for their actions and repairing harm caused to others. Consequences will be aligned with our Behaviour Management Policy. Parents will be contacted particularly in repeat offences. All students involved will be supported.
<p>Parents have a responsibility</p>	<p>Strategies Parents/Caregivers can use to support the school in maintaining a safe and supportive environment:</p> <ul style="list-style-type: none"> Report signs of distress in their child and keep the school informed of concerns about behaviour, their child's health issues and other relevant matters. Communicate in a respectful manner with the school staff about issues or concerns and assist their child to discuss the problem with a teacher. Be prepared to engage in ongoing discussions if the issue is unresolved. Discourage any physical or verbal retaliation if their child is bullied by discussing positive strategies. Be positive about their child's qualities and encourage their child to be tolerant, caring and compassionate. Be familiar with this document and consider its content when making decisions and judgements. <p>If you think your child is being bullied or harassed, you may feel anxious or sad.</p> <p>It is important that you stay calm and take the following steps:</p> <ul style="list-style-type: none"> Listen calmly to your child. Let your child know that telling you about the bullying or harassment was the right thing to do.



Role	Authority/responsibility for
	<ul style="list-style-type: none">• Find out:<ul style="list-style-type: none">○ What happened?○ Who was involved?○ Where it happened.○ If anyone else saw, read or heard it.○ Talk to your child about what should be done.○ Make a note of what your child tells you to help you when you talk to the school.• Be aware that events can be described with varying degrees of difference in home and school contexts. The school listens to the perspectives of all the people involved and will act with all available facts.• All these facts may not be available to parents and this should be acknowledged and taken into consideration.• It is a responsibility of parents to support students at this school to act in a safe and respectful way towards all others.
Leadership Team have a responsibility	<p>Strategies the Leadership Team will utilise to minimise the likelihood of bullying and violence occurring in school:</p> <ul style="list-style-type: none">• Develop, implement and review annually the school's anti bullying policy• Monitor and manage school climate and culture e.g. undertake bullying audit, surveys, check-in activities with students, parents, staff and seek ways to continuously improve.• Provide updates to the Governing Council in relation to school bullying trends and any anti bullying programs/initiatives in place or being considered.• Manage the incidents of bullying consistent within the KAS Behaviour Management Policy.• Ensure ongoing professional development of teachers, induction of students and the provision of information to parents.• Monitor and manage key programs and ensure initiatives such as the Keeping Safe



Role	Authority/responsibility for
	<p>Child Protection Curriculum are effectively implemented in all year levels.</p> <ul style="list-style-type: none">• Ensure that parents have access to quality information about bullying prevention and positive action. Create a space on our website to link to our school policies, other agencies, websites, parent advice and supports to help support parents to support their young person.• Support parents through the parent complaint process if issues are unresolved. A copy of the 'Raising a complaint with the Department for Education' brochure is on our website www.keithas.sa.edu.au.

6. Supporting documents

More information for parents and teachers
Bullying No Way - <https://bullyingnoway.gov.au>

