



INTRODUCTION

All members of the Kilparrin community (staff, parents and learners) will work together to provide a safe, inclusive, supported and ordered learning environment free from bullying, harassment and violence. Bullying, including cyber bullying, discrimination, harassment and violence is not acceptable in this school and will be dealt with seriously and expediently.

DEFINITIONS

The following definitions were agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEEDYA)

Bullying

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.

Cyberbullying

The use of internet services or mobile technologies such as email, chat rooms, discussion groups, instant messaging, Webpages or SMS to humiliate or put down a person by sending repeated negative messages, cyber stalking, posting unwanted photos and sending threats.

Discrimination

Discrimination occurs when people are treated less favourably than others because of their race; culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital; parenting or economic status; age and/or ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

Harassment

Harassment is behaviour that targets an individual or group due to their identity; race; culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital; parenting or economic status; age and/or ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour or a single act.

Violence

Violence is the intentional use of physical force or power, threatened or actual, against another person/s that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

(Reference: *Safer DECD Schools*, 2011, page 4)

RIGHTS OF INDIVIDUALS IN THE SCHOOL COMMUNITY

Individuals in the Kilparrin community (learners, staff, other workers, families) have the right to be free of bullying and (if bullied) to be provided with help and support.

RESPONSIBILITIES

All members of the Kilparrin community have the responsibility to;

- abstain from bullying
- actively discourage bullying
- give support to those who are bullied
- report bullying through the appropriate processes.

Responsibilities of the Principal

The principal will decrease the likelihood of bullying in the school if s/he:

- develops, implements and annually reviews the school's anti-bullying policy

- provides the Governing Council with termly updates in relation to school bullying data and trends and any anti-bullying programs/initiatives being planned or undertaken and includes the topic of bullying behaviour as a council meeting agenda item at least once per term
- ensures that new staff and new learners and their families are aware of the school community's anti-bullying policy and the review process
- ensures the inclusion, as part of the school's enrolment process, a requirement for parents/carers and where possible learners to annually acknowledge/agree to the school's *Learner Behaviour Code*
- provides staff, parents/carers and learners with regular updates about the anti-bullying policy and behaviour code
- manages the incidents of bullying in a way that is consistent with the DECD School Discipline Policy
- provides ongoing professional learning opportunities for teachers in effective strategies in managing bullying
- provides information to parents about the implementation of strategies in managing bullying
- ensures that all parents/carers
 - have access to the school's anti-bullying policy, the DECD *Bullying and harassment at school: Advice for parents and caregivers* leaflet, and information about the *Keeping Safe Child Protection Curriculum* and related documents, including providing them on the school's website
 - have access to the reports to Governing Council each term, via the Newsletter and on the school's website
 - are aware of their rights to advocacy and of avenues open to them should they have grievances relating to the school's management of an incident of bullying.

Responsibilities of School Staff

School staff will decrease the likelihood of bullying in the school if they:

- develop and foster positive relationships with each other, learners and families
- communicate and interact effectively with learners and engage in cooperative problem-solving relationships to address issues of bullying
- participate in developing, implementing and reviewing the school's anti-bullying policy, curriculum and the procedures for managing incidents of bullying
- critically reflect on practices and develop the knowledge and skills needed to manage incidents of bullying successfully
- establish, maintain, make explicit and model the school's expectations relating to bullying
- participate in professional learning related to decreasing bullying in schools
- support learners to be effective bystanders.

Responsibilities of Parents/Carers

Families will support the school in maintaining a safe and supportive environment if they:

- keep the school informed of concerns about behaviour, their children's health issues or other matters of relevance
- communicate in a respectful manner with the school staff about issues of concern soon after these concerns arise
- follow up on these concerns and, if necessary, contact the Regional Office if the concerns are not resolved following intervention by the Principal.

Responsibilities of the Learners

Learners will support the school in maintaining a safe and supportive environment if they:

- are respectful towards other learners, staff and members of the school community
- participate in sessions regarding the school's anti-bullying policy, the *Keeping Safe: Child Protection Curriculum*, being an effective bystander, and other sessions regarding behavioural expectations

- communicate with an appropriate adult if bullied or harassed or if they are aware that someone else is being bullied or harassed
- learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence.

SIGNS OF BULLYING

Learners who are being bullied or harassed may not communicate about it with their teachers, friends or family. Parents/carers and teachers have an important part to play in helping the school and the learner deal with bullying. A change in the behaviour in learners may be a signal that they are being bullied or they have some other concern.

Signs may include

- unexplained cuts, bruises or scratches
- damaged or ripped clothing
- vague headaches or stomach aches
- refusal to go to school
- lack of compliance or refusal to participate
- unexplained changes in individual behaviour
- tearfulness, anxiety or difficulty sleeping.

BULLYING INCIDENTS: WHAT WILL BE DONE?

The severity and seriousness of the bullying will be assessed and appropriate action will be taken.

This may include the use of counselling services, the implementation of the *Behaviour Support Policy* for learners or the *Grievances and Complaints Resolution Policy* for staff and parents.

RISK MANAGEMENT PROCESSES

The following risk management processes will be implemented to reduce the risk and/or instances of bullying;

- regular Negotiated Education Plan review process
- behaviour management processes for learners are in place and all staff engage in regular updates and reflective dialogue about managing 'new and/or challenging behaviours' in learners
- Personal Communication Information is documented for learners and opportunities are provided for all staff to hear and share new information about individual learners' methods of communicating with others and strategies for communicating with individual learners
- social skills programs are incorporated into the curriculum that reflect the developmental and skill levels of individual learners
- the Kilparrin community is provided with information about forms of bullying, their effects and the school's expected outcomes at least twice each year
- focus on staff wellbeing and maintaining positive staff morale in professional learning programs
- targeted professional learning for staff together with updates in the Newsletter providing parents/carers with any new information
- distribution of this policy on the website
- referencing this policy and the Learner Behaviour Code in the school diary.

References:

Employee Assistance Program Brochure
[\(http://www.decd.sa.gov.au/hrhealthsafety/pages/wellbeing/eap/\)](http://www.decd.sa.gov.au/hrhealthsafety/pages/wellbeing/eap/)
Grievances and Complaints Resolution Policy for the Kilparrin School Community (June 2013)
 S.A. Work Health and Safety Act (2012)
Child Protection in Schools, Early Childhood Education & Care Services, DECD Policy Statement (Dec 2012)
Keeping Safe: Child Protection Curriculum (DECD, 2013)
Code of Ethics for the South Australian Public Sector (Feb 2010)

Safer DECD Schools: A resource to make DECD schools safer through the reduction of bullying, harassment and violence, and the provision of child protection initiatives, 2011 Govt of S.A.

http://www.decd.sa.gov.au/speced2/files/links/Safer_Schools_PD_1.pdf

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