

Wallaroo Mines Primary School

Anti-Bullying and Racism

Rationale:

At Wallaroo Mines Primary School we expect everyone to be treated with respect. When this does not occur and power is used to repeatedly attack or control others, this is perceived by others as Bullying or Harassment.

This policy is consistent with:

- The National Safe Schools Framework
- State Government Anti-Discrimination Legislation
- Australian Curriculum - including Health & PE Curriculum and Cross Capabilities
- WMPS Learning Wellbeing and Behaviour Policy
- Child Protection Curriculum

Every Wallaroo Mines Primary School Student has the right to an education in a safe and secure environment that will:

- Enable them to recognise, respect and value all people.
- Enable them to attain their full potential academically and socially.
- Prepare them for life in an ever-changing world.

Aims:

The aim of the policy is to ensure that Wallaroo Mines Primary School is a safe environment, free from bullying, for all members of the school community (including staff, students and parents/caregivers).

Objectives:

- To reduce the incidence of bullying and/or racism.
- To counter the view that bullying and/or racism is an inevitable part of school life.
- To sustain a supportive, safe environment and break down the secrecy surrounding bullying and racism.
- To provide staff, students and parents with options to respond to bullying and racism.

Guidelines:

Definition of Bullying:

- Bullying involves the exertion of power or dominance over another or others.
- Bullying is a repeated behaviour that deliberately hurts others verbally, physically, socially or psychologically.
- It is an misuse of power by an individual or group towards one or more persons.
- Bullying includes a wide range of conduct that causes another person to feel embarrassed, offended, hurt, humiliated, insulted, ridiculed, angry and/or afraid.
- Racism is believing that racial differences produce an inherent superiority of a particular race.

What we do at Wallaroo Mines Primary School to reduce bullying

Prevention Strategies:

- Openly talk about bullying and racism, what it is and what we can do about it.
- Write newsletter articles.
- Through classroom programs, targeting improved student self-esteem and anti-bullying/ anti-racist behaviour



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- Teach about diversity and valuing differences.
- Involve older students in regular contact with younger students to foster the community aspect of the school.
- Provide T&D opportunities for staff where appropriate.
- Incorporate aspects of anti-bullying and anti-racist activities during the year, with particular focus at the beginning of each year, as part of our classroom, school values and expectations.
- Whole school wellbeing audit term 1 and term 3

Intervention Strategies:

- Respond to reported incidents immediately and decisively.
- Staff consistently apply the same standards to all students.
- Provide counselling to students who have been bullied.
- Give feedback to those victims about actions taken following the reported incident/s.
- Talk to parents/caregivers as required.
- Counsel those who bully, consistently put agreed consequences into action (eg. isolation from peers, internal suspension, external suspension, school community service, written apology) and then follow up.
- Educate students to take a proactive role when witnessing bullying.

Our Bystander Policy:

Everyone understands that often incidents of bullying/harassment result in the bully receiving positive attention from peers. We seek to reduce this inherent reward to reduce the instances of bullying, and to diffuse the effects of such behaviour for the sake of victims.

Students are encouraged to:

- Immediately report instances of harassment, victimisation and gang-like behaviour.
- Walk away from such behaviours and seek help for the victim.

If bystanders do nothing about instances of bullying they may receive similar consequences to the perpetrator.

Parent/carer Responsibilities

1. Encourage your child/children to discuss the effects and consequences of bullying.
2. Encourage your child/children to report any incidents of bullying to school adults straight away. (Try not to do everything in his or her place).
3. Contact the school if you are aware that your child is being bullied or suspect that it is happening.

Teacher/Staff Responsibilities

Students:

If a student feels they are being bullied or has witnessed bullying behaviour this is what they need to do:

1. Tell the person who is bullying to stop.
2. Support the person who is being bullied.
3. Tell a school staff member straight away
4. Report the behaviour to class or other teacher.
5. Choose to talk to a trusted student or Student Wellbeing Leader



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If a student reports a bullying incident or a school adult witnesses incidents of bullying, they:

Teachers:

1. Listen and provide support to the target of the bullying by acknowledging the seriousness of bullying behaviour.
2. Find out the background and attempt to resolve the incident following agreed school procedures.
3. Record details in the student's diary if appropriate.
4. Refer the incident to the Principal or Student Wellbeing Leader
5. Offer target student the option of follow-up care.
6. Will be recorded on yard duty slips and class behaviour forms to record into EDSAS.
6. Record the incident in school records.

Principal/Student Wellbeing Leader Responsibilities

1. Provide support to targets of bullying.
2. Record and monitor incidents of bullying behaviour.
3. Put appropriate anti-bullying procedures in place.
4. Contact parent/s of student/s who have been bullying others as well as the parent/s of person/s who was harmed.
5. Encourage harmed student/s to report similar behaviour if repeated.
6. Give feedback to harmed student/s about action taken following their report of the incident.
7. Keep staff involved.

School:

1. Dissemination of Policy and Procedures as requested.
2. Include within Curriculum strategies for learning effective ways to deal with bullying.
3. Encourage parents to discuss the incident and the part their child played and other options they could have chosen.
4. Analyse data regularly.

Last reviewed: 2021

Review date: 2023

