



# WALLAROO MINES PRIMARY SCHOOL

LEARNING - RESPECT - RESILIENCE

## Anti-Bullying Policy

At Wallaroo Mines Primary we strive to provide opportunities for learning in a respectful environment, free from physical violence, verbal abuse, bullying or harassment and encourage participation in safe play.

### What is bullying?

**Bullying is.....**Repeated verbal, physical, social or psychological behaviour that is harmful. Bullying involves a misuse of power by an individual or group towards one or more persons. **Harassment is.....**Behaviour that targets an individual or group. Harassment is intended to offend, humiliate, intimidate, or create a hostile environment.

### Level 1 Behaviours; Unacceptable Behaviour, not considered bullying.

Level 1 behaviour is when a student has been made aware of their bullying behaviour and the impact his/her actions is having on others, through discussion with a staff member, yet has continued the negative behaviour. It is expected that the behaviour will stop. Level 1 behaviours may look like:

- **Physical:** Invading and not respecting someone's personal space (tripping, pushing, poking) or their personal belongings.
- **Verbal:** Talking about or to another person in an offensive manner (putdowns, teasing).
- **Sexual:** Sexually inappropriate gestures/ discussions/ comments/ drawings.
- **Racial:** Negative comments regarding somebody's race or culture.
- **Cyber:** Using technology to discuss or make negative comments about a person on social media.
- **Exclusion:** Excluding another person and encouraging others to do the same.

### What does bullying look like?

#### Level 2 Behaviours

Level 2 behaviour is defined as a student repeating unacceptable behaviours and when these repeated acts are specifically targeted they are considered bullying. These incidents will be dealt with as quickly as possible. Behaviour change is expected with the support of the parents, Student Wellbeing Leader and the Leadership Team. Level 2 behaviours may look like:

- **Physical:** Persistent and repeated invasion of someone's personal space or their personal belongings.
- **Verbal:** Persistent and repeated talking about or to another person in an offensive, abusive manner.
- **Sexual:** Explicit sexually, inappropriately, targeted gestures/ discussions/ comments/ drawings.
- **Racial:** Aggressive or persistent negative comments regarding somebody's race or culture.
- **Cyber:** Repeatedly using technology to discuss or write negative comments or show negative images. Encouraging a physical incident to occur.
- **Exclusion:** Shutting someone out or denying them access in a mean way.



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### Level 3 Behaviours

Level 3 behaviours can be a one off illegal incident or a result of repeated Level 2 offences. The behaviour is dangerous, intrusive and directly threatens the safety and wellbeing of others. Level 3 behaviours may look like:

- **Physical:** Making physical contact with another person with the intent of causing harm or damaging someone's property beyond repair.
- **Verbal:** Making serious threats to harm another person either physically, socially or emotionally. Swearing at or attempting to intimidate staff.
- **Sexual:** Inappropriate touching, comments or physical contact. Sharing pornographic images at school.
- **Racial:** Abusing and treating someone unfairly in relation to their race or culture.
- **Cyber:** Use of technology to distribute violent, sexual, pornographic or negative content onto others.
- **Exclusion:** Deliberately harming someone's mental health by isolating them.

### Prevention, Coping and Intervention Strategies

WMPS will seek to inform students of the school's anti-bullying policy through intentional and explicit learning experiences and opportunities. Coping strategies provided by WMPS will differ dependent on behaviour, age of student, disability, trauma, mental health and behaviour patterns. Some strategies that WMPS will provide include:

- Visual aids in each learning space outlining bullying and school expectations.
- Additional flexible learning space with cool down sensory tools and strategies accessible.
- Student Representative Council meetings to voice student concerns and provide opportunities for student directed decisions.
- Professionals to conduct workshops throughout the school year as they become available.

WMPS seeks to strengthen its curriculum strategies by ensuring that the Keeping Safe: Child Protection Curriculum is taught comprehensively at each year level. Annually, it is reviewed by using the Keeping Safe: Child Protection Curriculum (KS:CPC) Site Implementation Rubric (SIR).

### Training and Development

WMPS seeks to provide professional learning opportunities for staff members to ensure consistent practice occurs around the prevention of and intervention after incidents of bullying, harassment or violence.

Measures that are taken may include;

- Staff induction with school policies and procedures available
- Mandatory RAN: Responding to Abuse and Neglect training (as per employment requirements)
- Keeping Safe: Child Protection Curriculum training
- Early Career Teachers: Your classroom: Safe, orderly and productive



## What can Students do?

If you are being bullied you can stand up to the bully by trying some of the following:

- Walk away and don't react to the behaviour. **Report it!**
- Stay calm and think clearly. **Report it!**
- Politely and firmly ask them to stop. **Report it!**
- Give them a warning eg "I don't like the way you.....". **Report it!**
- Stand tall, use eye contact, be polite but firm. **Report it!**
- Share your feelings with others – talk about the situation with a Teacher, School Wellbeing Leader, parents, friends, or someone you think can help.

You may need to persist to help stop the bullying behaviour.

## What can Bystanders do?

If you see someone bullying or being bullied we expect you to try some of the following:

- Tell the person to stop bullying. **Report it!**
- Leave the area. **Report it!**
- Get help – report it to an adult
- Be a friend to the person being bullied. **Report it!**

**If you take no action, you may be giving the message that the bullying is OK.**

## What can Parents do?

- Look for signs of distress in children (eg unwillingness to come to school, a pattern of illness).
- Be proactive and encourage your child to report the incident to a staff member.
- Build your child's confidence by recognising and confirming their positive qualities.
- Discuss the problem with your child modelling calm, supportive behaviour.
- Communicate in a respectful manner with the school staff about issues of concern soon after these concerns arise
- Discourage any planned retaliation, either physical or verbal, by discussing positive strategies your child can use.

## What you can expect a Staff member to do:

- Listen to their concern – not trivialise it
- Record the incident – clarifying the events
- Speak with the Victim and the Perpetrator
- Follow up with Parents of both the Victim and the Perpetrator
- Use the Restorative Justice Process.
  - What happened?
  - What were you thinking about?
  - What have you thought about since?
  - What do you think you need to do/needs to happen to repair and restore the relationship?



## What Leadership Team will do:

- Discuss incident with student(s)
- Adopt a Restorative approach
- Notify Parents
- Record Incident on EMS, upload supporting documents and refer to Site Leadership

## Consequences

**What will happen:** Repeated occurrence of any behaviour will result in an escalated response.

### Level 1

**Consequences and staff responsible:** If level 1 behaviour occurs in class, the class teacher will follow the consequences as per the Student Behaviour Management Process. If the bullying occurs at any other stage, the Class Teacher (supported by Student Wellbeing Leader) follows up with consequences that include one of the following, yard play restrictions or recess/lunch time-out or a strategy from the WMPS Behaviour Support Levels. It is both the responsibility of the classroom teacher and Student Wellbeing Leader to collaborate on appropriate consequences or arrange a restorative process where possible. The Classroom Teachers will make contact with families of all students involved and record the incident in EMS under Pastoral.

### Level 2

**Consequences and staff responsible:** If level 2 bullying behaviour occurs in class, the class teacher will follow the 'fast track - leadership intervention' as per the Student Behaviour Management Process. If the bullying occurs at any other stage, the Student Wellbeing Leader, assisted by Site Leadership follow up with consequences that include one of the following; restricted access to the yard during breaks or classroom activities, take home and internal suspension or a strategy from the WMPS Behaviour Support Levels. The Student Wellbeing Leader will make contact with families of all students involved and record the incident in EMS under Pastoral, attach any records and refer to Site Leader.

### Level 3

**Consequences and staff responsible:** A meeting is held with the parents or carers of all students involved with support from the Student Wellbeing Leader and Site Leader to take appropriate action. These take into consideration severity of behaviour, age of student, disability, trauma, mental health and behaviour patterns. The Principal will arrange consequences that include community service within the school, suspension, exclusion and/or police. Formal written notification is given to the parents by the principal. Student Wellbeing leader continues to monitor. The Principal will record the incident EMS and attach any records.



## BEHAVIOUR INCIDENT OCCURS

Students, parents and community members are highly encouraged to seek out a staff member that they feel comfortable in confiding to. All WMPS staff report instances of bullying and harm via mandatory email in the 24 hours following the incident to the Student Wellbeing Leader.

Behaviour and response level is determined by Wellbeing Leader, supported by Site Leadership.

### LEVEL 1; UNACCEPTABLE BEHAVIOUR

**Physical:** Invading and not respecting someone's personal space (tripping, pushing, poking) or their personal belongings.  
**Verbal:** Talking about or to another person in an offensive manner (putdowns, teasing).  
**Sexual:** Sexually inappropriate gestures/ discussions/ comments/ drawings.  
**Racial:** Negative comments regarding somebody's race or culture.  
**Cyber:** Using technology to discuss or make negative comments about a person on social media.  
**Exclusion:** Excluding another person and encouraging others to do the same.

### LEVEL 2; BULLYING BEHAVIOUR

**Physical:** Persistent and repeated invasion of someone's personal space or their personal belongings.  
**Verbal:** Persistent and repeated talking about or to another person in an offensive, abusive manner.  
**Sexual:** Explicit sexually, inappropriately, targeted gestures / discussions / comments / drawings.  
**Racial:** Aggressive or persistent negative comments regarding somebody's race or culture.  
**Cyber:** Repeatedly using technology to discuss or write negative comments or show negative images. Encouraging a physical incident to occur.  
**Exclusion:** Shutting someone out or denying them access in a mean way.

### LEVEL 3; BULLYING BEHAVIOUR

**Physical:** Making physical contact with another person with the intent of causing harm or damaging someone's property beyond repair.  
**Verbal:** Making serious threats to harm another person either physically, socially or emotionally. Swearing at or attempting to intimidate staff.  
**Sexual:** Inappropriate touching, comments or physical contact. Sharing pornographic images at school.  
**Racial:** Abusing and treating someone unfairly in relation to their race or culture.  
**Cyber:** Use of technology to distribute violent, sexual, pornographic or negative content onto others.  
**Exclusion:** Deliberately hurting someone's mental health by isolating them.

REPEATED LEVEL 1 BEHAVIOURS  
ESCALATE RESPONSE TO LEVEL 2

REPEATED LEVEL 2 BEHAVIOURS  
ESCALATE RESPONSE TO LEVEL 3

#### RESPONSE

**In class:** Behaviour Management process followed.  
**Out of class:** Student Wellbeing Leader collaborates with classroom teacher for consequences and restorative process.  
**Consequences will include:** yard play restrictions or recess/lunch time-out.

**Staff responsible:**  
Classroom teacher Student Wellbeing Leader.

#### RESPONSE

**In class:** Behaviour Management process 'FAST TRACK - Leadership Intervention' followed.  
**Out of class:** Student Wellbeing Leader follows up with assistance from Site Leader.  
**Consequences will include:** restricted access to classroom activities, take home or internal suspension.

**Staff responsible:**  
Classroom Teacher, Wellbeing Leader.

#### RESPONSE

**In class:** Behaviour Management process 'FAST TRACK - Leadership Intervention' followed.  
**Out of class:** Student Wellbeing Leader notifies the Principal.  
**Consequences will include:** community service within the school, suspension, exclusion and/or police as decided by the Principal.

**Staff responsible:**  
Wellbeing Leader, Principal



## Further Information Websites and Phone Numbers:

- Bullying No Way! - <https://bullyingnoway.gov.au>
- Office of the eSafety Commissioner - <https://www.esafety.gov.au>
- Australian Communication and Media Authority's advice for parents - [www.cybersmart.gov.au](http://www.cybersmart.gov.au)
- Children, Youth and Women's Health Services [www.cywhs.sa.gov.au](http://www.cywhs.sa.gov.au) - Information for parents and young people Parent Helpline: 1300 364 100 - Youth Healthline: 1300 131 719
- Kids Helpline: 1800 551 800
- Youth Beyond Blue [www.youthbeyondblue.com](http://www.youthbeyondblue.com)
- Reach Out <http://au.reachout.com/>
- Parenting SA Parent Easy Guides [www.parenting.sa.gov.au](http://www.parenting.sa.gov.au)



LEVEL	BEHAVIOUR	EXAMPLE	SUGGESTED STRATEGIES	SUGGESTED ACTIONS	STAFF ACTION
Level 1 Low level disruptive behaviours.	Behaviour represents expected responses to challenges and is infrequent, transient or minor. Behaviour responds to classroom strategies.	<ul style="list-style-type: none"> <li>Talking</li> <li>Out of seat</li> <li>Off Task</li> <li>Uncooperative</li> <li>Distraction</li> <li>Others</li> <li>Missing class</li> <li>time</li> <li>Lateness</li> <li>Inappropriate language</li> <li>Out of bounds</li> <li>Pushing,</li> <li>wrestling or rough play,</li> <li>Class rules not followed</li> </ul>	<ul style="list-style-type: none"> <li>Not following instructions</li> <li>Lack of organisation</li> <li>Non completion of class/ homework tasks</li> <li>Littering</li> <li>Misuse of property</li> </ul>	<ul style="list-style-type: none"> <li>Move the student/change seating position</li> <li>Provide examples of positive behaviour</li> <li>Remind students of strengths</li> <li>Community service</li> <li>Brain Break</li> <li><u>Intelligence</u></li> <li>Academic Issues</li> <li>Remind student of class expectations</li> <li>Negotiate revised learning task/due date</li> <li>Follow up on missed learning</li> </ul>	<ul style="list-style-type: none"> <li>REMININD &amp; REDIRECT</li> <li>Teacher managed</li> </ul>
Level 2 Repeated, sustained level 1 behaviours	Behaviour indicates that the student is experiencing challenges that are difficult for them to manage on their own. Behaviour is problematic due to the severity, frequency, duration or impact.	<ul style="list-style-type: none"> <li>Continual disruption affecting learning</li> <li>Refusal to follow instructions</li> <li>Unsafe behaviour</li> <li>Damaging other students possessions</li> </ul>	<ul style="list-style-type: none"> <li>Defiance and disrespect to others</li> <li>Theft</li> <li>Cyber Harassment</li> <li>Bullying/Harassment of students or teachers</li> </ul>	<ul style="list-style-type: none"> <li>Time in buddy class with support from peer teacher.</li> <li>Restorative conversation with student, seek commitment to change behaviour</li> <li>Initial communication with leadership about sustained inappropriate behaviour</li> <li>Make contact with parents by phone</li> <li>Refer to leadership where required</li> <li>Record incident – EDSAS/Septtral</li> </ul>	<ul style="list-style-type: none"> <li>REINFORCE</li> <li>Teacher managed with support from buddy class peer teacher.</li> </ul>
Level 3 Serious continuous and/or extreme level 2 behaviours	behaviours are a significant barrier preventing the student from learning. Behaviour may be severe, of high frequency and or extended duration and may be unsafe for the student and/or others.	<ul style="list-style-type: none"> <li>Leaving school grounds without permission</li> <li>Theft</li> <li>Threatened violence, including gestures, verbal, physical or written</li> <li>Sexualised behaviour</li> <li>Possession of illicit materials</li> </ul>	<ul style="list-style-type: none"> <li>Serious property destruction</li> <li>Verbal abuse of a staff member or other student</li> <li>Unexplained absence (truancy) from school without parent knowledge</li> <li>Actual violence towards a student or staff member</li> <li>Substantial Bullying and Harassment</li> <li>Cyber Crime</li> </ul>	<ul style="list-style-type: none"> <li>Office time out</li> <li>Internal / External Suspension</li> <li>Take Home</li> <li>Communication with parents</li> <li>Re-entry meeting with student, teacher and leadership</li> <li>Record incident on EDSAS</li> <li>Behaviour action plan formed, implemented and reviewed</li> <li>Referral to support services if required</li> <li>Police attendance</li> </ul>	<ul style="list-style-type: none"> <li>RESTORE</li> <li>Teachers, School Leadership</li> </ul>
Leadership Intervention	<ul style="list-style-type: none"> <li>If a student chooses to continue with inappropriate behaviour, teachers are expected to state "It is now time to move to the office" or "I'm now calling a leader"</li> <li>Leaders will go through a restorative process with students to help them understand how their behaviour impacted others and themselves and what they may need to do to make better choices in the future.</li> <li>Leadership will investigate and apply consequences as appropriate depending on the nature of the incident. Eg. Take Home etc. Should the student be able to return to class the leader will go with them to the room where they will be required to have a restorative conversation with the teacher.</li> <li>If this is close to a Lunch or Recess time the student will need to wait at the front office for the teacher to arrive to have the restorative conversation.</li> <li>Parents will be notified regarding the day/behaviours or why have been FAST TRACKED.</li> </ul>				
Student Refuses	If a student refuses to go to the Admin area for Leadership Intervention, Take Home procedures may be instigated.				
Further Consequences	<ul style="list-style-type: none"> <li>2 Admin TO in a day may result in a Take Home</li> <li>3 Admin TO in a week may result in a one day internal suspension, parent contact</li> <li>6 Admin TO in a term may result in an internal or external suspension depending on circumstances, parent re-entry meeting.</li> <li>9 Admin TO in a term may result in an admin determined process, likely result in suspension and Student Behaviour Contract and Plan</li> </ul>				

