Urquhart Park Primary School
BULLYING PREVENTION
POLICY

Definition:

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

Types of bullying behavior

Physical	includes hitting, kicking, tripping, pinching and pushing or damaging property.
Verbal	includes name calling, insults, teasing, intimidation, homophobic, sexist or racist remarks, or verbal abuse.
Covert or hidden bullying	This sort of bullying is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Includes: • lying and spreading rumours • negative facial or physical gestures, menacing or contemptuous looks • playing nasty jokes to embarrass and humiliate • mimicking unkindly • encouraging others to socially exclude someone • damaging someone's social reputation or social acceptance.
Cyber bullying	Cyberbullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones and software such as social media, instant messaging, texts, websites and other. Cyberbullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. It includes: • Abusive or hurtful texts emails or posts, images or videos • Deliberately excluding others online • Nasty gossip or rumours • Imitating others online or using their log-in.
Passive	Forming a group or gang and/or following a victim of physical, non-physical or non-verbal bullying without showing disapproval, not trying to help the victim or not seeking adult assistance

Rationale:

At Urquhart Park we are committed to developing a positive school climate which promotes personal growth, achievement and positive relationships for all students. We do not tolerate bullying or harassment in any form.   We endeavor to maintain an environment where everyone feels safe and has a sense of belonging and where individual differences are appreciated, understood and accepted.

Rights
All members of the school community have the right to feel safe, valued and respected. Students and teachers have the right to learn or to teach, and the right to feel safe and secure in their school environment at all times.

Responsibilities
All members of the school community have the responsibility not to take part in bullying in any way
All members of the school community have the responsibility to inform teachers or leadership about bullying situations of which they are aware

Aims:
To reinforce within the school community what bullying is and the fact that it is unacceptable.
To alert everyone within the school community to the signs and evidence of bullying and to the fact that everyone has a responsibility to report it to staff whether they are an observer or a victim.
To ensure that all reported incidents of bullying are investigated appropriately and that support is given to both victims and perpetrators.
To seek parental and peer group support and cooperation at all times.

Implementation:
The school will adopt a three-phase approach to dealing with bullying:
Prevention – providing a safe, secure and stimulating environment and assisting students to develop positive social and self-management skills
Intervention – developing clear guidelines for reporting and managing bullying incidents and situations
Post incident – ensuring that appropriate strategies are put in place after the incident has been resolved for all students involved

Prevention:

We will endeavor to provide a safe, secure and stimulating environment and assist students to develop positive social and self-management skills through implementing the following strategies, programs and structures:

- A consistent whole school approach to managing behavior – as outlined in our Student Code of Conduct
- Promoting a culture of high expectations for behaviour, including the development of Essential Agreements and the modelling of the PYP Learner Profile attributes and attitudes
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- Cybersafety will form part of the Digital Technologies curriculum

- Class teachers will clarify with students at the start of each year the school policy on bullying

- Professional learning will be provided for staff relating to all forms of bullying and approaches to dealing with bullying
- Develop community awareness, education and input relating to bullying, its characteristics and the school's programs and response

- Visible and vigilant playground supervision by staff and regular monitoring of playground incidents
- Providing structured activities for students at recess and lunch breaks

- Regularly seek feedback from all community members in order to monitor the school's culture with regard to bullying.

Intervention:
Intervention should have two clear aims: to immediately keep the recipient safe and to change the behaviour of the perpetrators.
We will establish clear guidelines and procedures for reporting and managing bullying incidents and situations:

Once identified all involved – recipient, perpetrator and witnesses – will be spoken with, and all allegations of bullying will be fully investigated and documented.

- Parents may be contacted -

    if their child is alleged to have been bullied or experienced behaviour that is deemed to have the potential to evolve into bullying

    if their child bullied someone else or has behaved in a manner that is deemed to have the potential to evolve into bullying

- The nature and severity of the bullying incident will determine the most appropriate method to address the situation:
    o Restorative approaches
    o Non-punitive (Non-blaming approaches)
    o Punitive: appropriate and proportional consequences according to the Student Code of Conduct

- Both perpetrators and recipients will be offered counselling and support when deemed appropriate.
- Removal of cyber-bullies from access to computers and devices for a period of time

Post-incident
We will ensure that appropriate strategies are put in place after the incident has been resolved for all students involved:
- Ongoing monitoring of students' behaviour including use of digital technologies when appropriate
- Identification of an agreed key contact staff member for each student involved
- Follow-up meetings regarding each child's management strategy
- Ongoing communication with parents
- Counselling for both parties
- Reinforcement of positive behaviours and appropriate behaviour strategies
- Incidents to be recorded to enable accurate tracking over time

Review and Evaluation:
This policy will be reviewed every two years to reflect best practice and to be in line with any changes to legislation.

This policy was ratified by School Council in 2015 and reviewed in 2018