



Bullying Prevention Policy

Aims

- A. To promote positive relationships and a positive and safe school environment.
- B. To raise awareness within the school community of what bullying is and ultimately reduce and eliminate bullying at school.
- C. To increase skills for interacting and managing conflict in non-violent ways and acting effectively during incidents of bullying.
- D. To effectively manage incidents of bullying and increase staff skills for doing so.

Scope and Application

Bullying behaviour can be instigated by individuals or groups, adults or children.

When adults bully children this is a form of child abuse. This is not acceptable at school. *Please see the school's Child Safety and Well-Being Policy, Duty of Care Policy and Behaviour Guidance Policy.*

This policy is available on the school website and applies to:

- A. Employees
- B. Students
- C. Parents/Community members
- D. Visitors to the school.

Definitions

- A. **Bullying behaviour** - is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have 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. However, these conflicts still need to be addressed and resolved.

Bullying behaviour contains the following characteristics:

1. An individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

2. A deliberate intention to hurt others.
3. 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.

A. What is Not Bullying Behaviour? - Bullying is **not** single episodes of social rejection or dislike, single episodes or acts of nastiness or spite, random acts of aggression or intimidation or mutual arguments, disagreements or fights. These actions can cause great distress. However, they do not fit the definition of bullying unless someone is deliberately and repeatedly doing them. While fighting between two students involving violence is a serious concern, it is not bullying unless it is a recurring and deliberate abuse of power over a period of time. Teasing, done in mutual fun and jest, where all individuals are involved and feel capable of responding, is not bullying. However constant, continual teasing that is done in a mean and hurtful way, is bullying.

B. Bullying behaviour can take many forms, including:

1. Physical:

- i hitting, punching, kicking or spitting; or
- ii taking or damaging property.

2. Verbal:

- i name-calling;
- ii constant teasing;
- iii insults or put-downs; or
- iv racist or sexist comments.

3. Social:

- i consistently excluding peers from groups;
- ii spreading rumours;
- iii stalking; or
- iv interference with, or damage to personal property.

C. Cyber bullying - is the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying can occur in many ways, including:

1. Spreading gossip and/or rumours through email, mobile phone and internet.
2. Sending or forwarding offensive text/phone and/or email messages, images or abusive phone calls.
3. Posting personal information about oneself or others on internet sites which can cause distress and humiliation.

D. 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; ability or disability and that offends,

humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless).

- E. Bystander** - The bystander is the name given to the group of children who are not directly involved in either the bullying or being bullied. The action taken by this group has been shown to either discourage or support the person bullying.
- F. Overt bullying** – Involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting.
- G. Covert bullying** – Is subtle and often impossible for outsiders to identify. Covert bullying can include repeatedly using hand gestures and weird or threatening looks, whispering, excluding or turning your back on a person, restricting where a person can sit and who they can talk with.
- H. Direct bullying** - occurs between the people involved, whereas indirect actions involve others, for example passing on insults or spreading rumours.
- I. Indirect bullying** - mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem.
- J. Perpetrators and Victims** - It is important to remember that using the labels "bullies" and "victims" is a gross generalisation and that bullying behaviour is not restricted to "bullies". Bullying is an unacceptable learned behaviour, and the emphasis should be on addressing the behaviour and supporting the individuals involved to learn more acceptable social behaviours without the impact of enduring labels.
- K. Child abuse** - Four forms of child abuse are covered by WA law:
 - 1. Physical abuse** occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
 - 2. Sexual abuse**, in relation to a child, includes sexual behaviour in circumstances where:
 - i** the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - ii** the child has less power than another person involved in the behaviour; or
 - iii** there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
 - 3. Emotional abuse** includes:
 - i** psychological abuse; and
 - ii** being exposed to an act of family and domestic violence.
 - 4. Neglect** includes failure by a child's parents to provide, arrange or allow the provision of:
 - i** adequate care for the child; or
 - ii** effective medical, therapeutic or remedial treatment for the child.

- L. Corporal punishment** - Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm. (From *UN Committee on the Rights of the Child*)
- M. Degrading punishment** - Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child. (From *UN Committee on the Rights of the Child*).
- N. Restorative Justice** - Restorative justice aims to resolve conflict and repair harm. It allows those who have hurt others to acknowledge the impact of their actions and provides the opportunity to repair what has occurred. Those who have been harmed have the opportunity to have their harm acknowledged.
- O. Non-Violent Communication** - Non-Violent Communication is a powerful method to harmonise relationships among people for the establishment of justice and the ultimate wellbeing of all parties (*Metta Centre for Nonviolence website*).

Principles

- A.** All members of the school community have a right to feel safe and be safe at school. Being safe and supported at school is essential for student wellbeing and effective learning.
- B.** KSCS explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.
- C.** A safe and supportive learning and teaching community will be developed and maintained in collaboration with staff, parents, carers and students, which ensures that the school's child protection responsibilities are fulfilled and diversity is valued. All community members will be made aware of the school's *Codes of Conduct*.
- D.** A safe school community will be maintained by committing to a whole-school and evidence-based bullying prevention approach. Regular review and monitoring of all programs to foster improvements and keep pace with best practice in the field will occur.
- E.** The primary aim of the school's response to bullying is to restore a positive learning environment for all students. The Shared Concern Method or Restorative Justice method will be implemented with community members after any event.
- F.** Students will be actively supported to develop understanding and skills to keep themselves and others safe. Information about the school's expectations about students' positive behaviour towards others in the school, including when outside school hours and off school grounds, will be provided to students.
- G.** A child-friendly complaints procedure is developed and will be regularly reviewed in collaboration with students.
- H.** Incidents of bullying will be dealt with through the *KSCS Behaviour Guidance Policy*.

Responsibilities

A. Board

1. Monitor the implementation and effectiveness of this policy and review regularly.
2. Participate and contribute to school positive behaviour programs.
3. Build positive relationships.
4. Demonstrate respect and tolerance towards others.
5. Ensure the Principal facilitates the development and implementation of the school's *Codes of Conduct*.
6. Address concerns of members of the school community related to bullying, by referring them to the Principal, and supporting the Principal in resolving isolated incidents and/or addressing the overall culture of the school.
7. Ensure that the school implements and participates in programs, processes and audits/surveys related to student safety and wellbeing.

B. Principal

1. Oversee the development and implementation of this policy in collaboration with the school community.
2. Participate and contribute to school positive behaviour programs.
3. Build positive relationships.
4. Demonstrate respect and tolerance towards others.
5. Facilitating the development and implementation of the school's *Codes of Conduct*.
6. Oversee the development and implementation of a child-friendly complaints procedure.
7. Implement programs, processes and audits/surveys related to student welfare and wellbeing. Act on feedback from these processes and evaluate program effectiveness.
8. Collect data to monitor incidences, frequency and patterns of bullying. Report annually to the Board and recommend strategies and programs.
9. Facilitate access to resources and professional development opportunities.
10. Liaise with sectors and systems to stay up to date with relevant legislation and policies especially in relation to child protection.
11. Disseminate information about changes and amendments to relevant policies and legislation.
12. Investigate and act upon all reports of bullying in accordance with the *KSCS Behaviour Guidance Policy* and procedures.
13. Support staff, students and families as needed.
14. Guide families to seek assistance and support for students from externally funded allied health professionals where required.
15. Oversee the development of Risk Management, Behaviour Support and/or Collaborative Action Plans where required.

16. Comply with the *KSCS Staff Code of Conduct*.

C. Teachers and Staff Members

1. Participate and contribute to school positive behaviour programs.
2. Build positive relationships.
3. Demonstrate respect and tolerance towards others.
4. Model and encourage preferred behaviours to contribute to the development of the culture described in this policy.
5. Respond to student concerns and complaints about their safety and wellbeing.
6. Identify and respond to bullying incidents.
7. Report all instances of bullying to the Principal.
8. Develop skills in behaviour management and managing incidents of bullying.
9. Monitor and report patterns of bullying behaviour.
10. Collaborate with other staff members to discuss and manage bullying as a whole school.
11. Participate in professional reading and development activities to maintain evidence-based approaches.
12. Deliver the strategies and programs to students in responding to bullying effectively.
13. Promote effective bystander behaviour.
14. Promote social problem-solving.
15. Use appropriate terminology when referring to bullying and the students involved.
16. Comply with the *KSCS Staff Code of Conduct*.

D. Adults in the school community

1. Participate and contribute to school positive behaviour programs.
2. Build positive relationships.
3. Demonstrate respect and tolerance towards others.
4. Model desired behaviours.
5. Support and encourage children to treat others with respect and tolerance.
6. Work with the school and support its responses to incidences of bullying.
7. Report incidents of bullying to a teacher or the Principal.
8. Encourage children to report bullying incidents.
9. Be aware of this policy and its implications in the school.
10. Refer to the *Concerns and Complaints Policy and Procedures* to report instances of bullying.
11. Comply with the *KSCS Community Code of Conduct*.

E. Students

1. Participate and contribute to school positive behaviour programs.
2. Build positive relationships.
3. Demonstrate respect and tolerance towards others
4. Contribute to discussions about bullying and preventing bullying.
5. Understand and value the concepts of inclusion and tolerance.
6. Identify and respond effectively to bullying.
7. Be aware of themselves as bystanders and understand the proactive role a bystander can play.
8. Refer to the *Concerns and Complaints Policy and Procedures*, including the Child Friendly Complaints procedure, to report instances of bullying.
- 9.
10. Develop skills to avoid being a victim or a perpetrator of bullying.
11. Comply with the *KSCS Student Code of Conduct*.

Related Legislation

- A. Criminal Code Act Compilation Act 1913 (WA)
- B. Equal Opportunity Act 1984
- C. Disability Discrimination Act 1992 (Commonwealth)
- D. Disability Standards for Education 2005
- E. School Education Act 1999 (WA)
- F. School Education Regulations 2000 (WA)
- G. State Records Act 2000 (WA)

Related Kerry Street Documentation

- A. Procedures and Forms including:
 1. Procedure for Reducing Bullying Behaviour
 2. Signs of Bullying
 3. Response to Bullying Incidents
 4. Non-Violent Communication Guidelines
 5. How You Can Use the NVC Process
 6. Feelings and Needs Chart
 7. Easy NVC steps
- B. Policies including:
 1. Attendance Policy
 2. Child Safety and Wellbeing Policy

3. Duty of Care Policy
 4. Behaviour Guidance Policy
 5. Concerns, Complaints, and Disputes Policy
 6. Critical Incident Policy
 7. Curriculum, Assessment, and Reporting Policy
 8. Email, Internet, and Electronic Devices Policy
 9. Emergency Response Procedures Policy
 10. Excursions, Incursions, Camp, and Activity Policy
 11. Non-Discrimination and Anti-Harassment Policy
 12. Records Management Policy
 13. Risk Management Policy
 14. Privacy Policy
- C. KSCS Values and Philosophy
 - D. KSCS Codes of Conduct
 - E. Documented Plans
 - F. Incident /Serious Incident Reports
 - G. Student Files

References and Resources

- A. [Australian Student Wellbeing Framework](#)
- B. [Bounce Back program resources](#)
- C. [Bullying No Way](#)
- D. [eSafety Commissioner](#)
- E. [Restorative Justice](#) Council UK

Contact Person

Enquiries relating to this policy should be directed to the School Principal or Board Chair.

Breaches of this Policy

Any breach of this policy may result in disciplinary action up to and including termination of contract.

Review and Authorisation

- A. A whole school meeting to brainstorm this policy was held on 22 February 2005 and the policy drafted on 6 March 2005.
- B. It was discussed by Council on 8 March 2005 and revised, then displayed for community input on 10 March 2005.

- C. This policy was authorised by the Kerry Street Council on 7 June 2005.
- D. Reviewed by meeting of staff and council on 13 January 2006.
- E. Reviewed in May 2011.
- F. This policy was reviewed September 2012.
- G. Reviewed 15 September 2013.
- H. Reviewed 1 August 2016.
- I. Reviewed June 2018.
- J. Reviewed April 2019
- K. To be reviewed S1 2021
- L. Reviewed April 2021
- M. To be reviewed S1 2022
- N. Reviewed March 2022
- O. To be reviewed S1 2023

Revision History

Date	Revision	Detail
June 2018	V.1	Board review of Bullying Policy – renamed to Bullying Prevention Policy and other minor edits. Policy separated from procedures.
April 2019	V.1.1	Minor edit of parent responsibilities.
April 2021	V.2	Reviewed and updated. Updates to definitions, principles and responsibilities and procedures.
March 2022	V.3	Reviewed and updated. Updates to responsibilities, relevant legislation, related policies and resources. Minor formatting changes.