

Learners are inspired to become confident, creative and active global citizens of the future.

Purpose: At Thorndon Park Primary School, we expect all students to learn and play in an environment that is free from harassment and bullying. In line with our school values, we have expectations that individuals treat each other with dignity, care and mutual respect. Each individual has the right to feel safe and connected and we have the collective responsibility to ensure the safety and well-being of others.

What is Harassment and Bullying?

Harassment and bullying are deliberate desires to hurt, threaten, intimidate or embarrass someone. Bullying is repeated unwanted behaviour that offends.

Some common excuses used by bullies:

'I was only joking'

'We were just playing around'

'I would have stopped if they said so'

Types of Harassment or Bullying:

- Physical: deliberate repeated hurting
- Verbal: teasing, name calling, spreading rumours, making physical or verbal threats, put downs, using racist, sexist and/or offensive language
- Social/Emotional: spreading rumours, excluding behaviours, making fun of someone and/or stopping people from befriending others
- Racial: put down comments, jokes about person's culture, name calling, exclusion
- Sexual Harassment: inappropriate touching, sexual name calling, jokes, teasing comments about body
- Cyber bullying: unsafe and disrespectful use of internet or mobile technologies (email, social media, text messaging) to deliberately victimise another person
- Taking and/or posting someone's photo or video without their permission
- Bystander Harassment: when other people observe harassment and bullying and choose not to speak up, stop it and/or report it

Harassment and bullying issues are addressed through restoring relationships through restorative practices that empower individuals to speak up and assert themselves.

We aim for students to become strong, confident and resilient lifelong learners and problem-solvers. Bullying can be an overt behaviour that is easily observable by others or subtle, covert and hidden from others, including adults.

Objectives: We promote learners' wellbeing and resilience by:

- Promoting respectful interactions and meaningful relationships
- Creating fulfilling learning opportunities and experiences
- Empowering a positive sense of self and building their strengths

Strategies for Students:

- Identify a network of trusted people
- Remain calm, speak up and use an assertive voice by making an 'I' statement – 'Stop, I don't like when you...'
- Report what happened to a staff member immediately for timely investigation, which may include outside agency support

Strategies for Parents

- Support by listening and possibly get your child to write or draw what happened
- Assure your child the situation will be investigated
- Promptly contact the class teacher or leadership to discuss strategies to deal with issues
- Discourage retaliation as this can lead to further reportable incidents
- Parents are not to speak with or approach the alleged bully on your child's behalf

Addressing and reducing harassment and bullying in schools

School Intervention Strategies:

- Whole school intervention programs and practices- The Australian Curriculum General Capabilities, Child Protection Curriculum, School Values, Program Achieve, Restorative Circle Time, Kimochis are used to teach students about recognising and regulating their feelings and their responses in order to restore respectful relationships.
- Restorative practice and counselling/support for students involved in the incidents (Restorative practice is a strategy that seeks to repair relationships that have been damaged. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim).
- Negotiate and implement appropriate consequences aligned with TPPS Behaviour Education Policy and Student Reflection Sheet – classroom/yard
- Inform and work with parents when incidents of harassment or bullying occur
- Develop a plan with the child to address learning and behaviour goals
- Monitor the situation between students to ensure their safety, well-being and respectful relationships are maintained
- Review yard duty practices and share information about students at risk with staff
- Evaluate behaviour codes and safety procedures through feedback surveys

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