



## **Bullying and Harassment Policy**

This policy is to be read in conjunction with Orchard Grove Primary School's [Child Safe Standards](#)

### **Our School's Mission is:**

To embrace the diversity of our community by providing a safe and rich learning environment, where quality programs enable students to achieve their full potential.

### **Our School Strives For:**

- Achievement
- Connectedness
- Creativity
- Equity
- Responsibility
- Resilience
- Integrity

### **Our School Values:**

- Respect
- Valuing Diversity
- Integrity
- Working Together
- Fostering Growth

**Bullying is a specific form of harassment that is repeated and deliberate.  
It is a specific kind of aggression that is repeated.**

### **Rights and Responsibilities**

- At Orchard Grove Primary School we all have the right to feel safe and respected
- At Orchard Grove Primary School we all have the right to learn;
- We are all responsible for our behaviour, and being the best we can be;
- It is the responsibility of every person at Orchard Grove Primary School to not take part in bullying in any way;
- It is the responsibility of all community members to let teachers, Leadership or the Principal know about bullying situations of which they are aware.

### **Bullying at school is everyone's problem, not a personal predicament:**

- The student who is bullied and their family suffer emotional and physical distress;
- Students who are aware of bullying but do nothing about it often feel guilty and ashamed;
- Students who take part in bullying become desensitised to cruelty and injustice, fail to develop social responsibility and, in some cases, this behaviour can lead to anti-social behaviours later in life.

- No-one is safe whilst bullying is happening, because it creates a climate of intimidation and fear in which effective learning cannot take place.

### **Our Position:**

This school does not tolerate bullying in any form. All members of the school community are committed to ensuring a safe and caring environment which promotes personal growth, achievement and positive relationships for all students.

All members of the school community are committed to ensuring that put-downs both verbal and non-verbal (including online) are not accepted or tolerated.

### **What is Bullying?**

Bullying behaviour has the following key features:

- It is deliberate. It is neither incidental nor accidental. There is either an intention to distress the recipient or a willingness to use the recipient for their own outcomes (e.g. has fun at their expense, be accepted by the group, demonstrate social power over another, etc.)
- The behaviour does cause distress for the recipient. They feel oppressed and apprehensive about the possibility of future attacks. The distress may be physical, psychological or social, or involve damage to reputation or property.
- It is directed towards a certain person or group.
- There is a repeated pattern of attacks.
- There is an imbalance of power between those bullying and the recipient.
- The behaviour is unreasonable and unjustifiable.
- The recipient usually finds it difficult to leave or avoid the bullying situation(s) without personal cost (but feels rightly that he/she shouldn't have to tolerate the treatment.)
- **Cyberbullying** material can spread quickly, be difficult to delete and be created by anonymous users. Cyberbullying can have a serious impact on your life and the lives of other young people. Sometimes it's hard for adults to see the cyberbullying online, especially if it happens in games or through chat—it can also seem hard for them to know how to help.

### **A simple definition:**

- **Bullying** is a repetitive attack which causes distress not only at the time of the attack, but also by the threat of future attacks. It is characterised by an imbalance of power and can be defined by the negative impact on the vulnerable person who is targeted. It can be verbal, physical, social or psychological. It can be done in person, manipulating others to take part, or by electronic means such as email, text messages or chat rooms.
- Harassment can be defined as unwanted and one-sided words or actions towards another that demean, annoy, alarm or abuse. Harassment may involve a single incident or an on-going pattern of behaviour. It may be deliberate or unintentional.
- Aggression can be defined as word or actions that are intended to harm another.
- **Cyberbullying** is the use of technology to bully an individual or a group with the intent to cause harm. The intended harm may be social, psychological and, in extreme cases, physical. Cyberbullying can cause fear, withdrawal, shame, guilt, loneliness or depression.

### **Bullying Behaviours:**

- Physical- hitting, tripping, pushing, and throwing things towards others.
- Verbal - name calling, mocking, setting up, belittling, insulting, making insulting racist or sexual comments, spreading rumours, exposing private information, telling lies.
- Using verbal and non-verbal put downs in a public context such as a discussion or meeting
- Playing nasty practical jokes on others
- Damaging or hiding other people's property
- Using covert forms of physical intimidation such as blocking the way, bumping
- Encouraging others to socially exclude the recipient
- Accusing someone of things they haven't done
- **Cyberbullying** can occur in a number of ways, including:

- ❖ Abusive texts and emails
- ❖ Hurtful messages, images or videos
- ❖ Imitating others online
- ❖ Excluding others online
- ❖ Nasty online gossip and chat.

### **What bullying is NOT:**

*There are three typical negative social situations which are often confused with bullying, namely:*

- mutual conflict
- social rejection or exclusive friendships
- single-episode or random acts of aggression or intimidation.

### **What to do?**

#### **Students:**

- If you show your fear or anger you make the bully happy. Did you know that bullies are very fragile people inside? When you show that you are scared or angry by fighting back, calling them nasty names, doing nothing or looking upset, then you remind them of how they are feeling inside and they don't like that. So they will repeat their behaviour. Instead, get rid of your anger and fear by releasing it verbally, talking to someone about it or doing some physical activity to release your feelings and remain cool.
- When you fight back, you give your power to the bully. Do something different and don't lose your cool. Make a joke, move away. If the bully can't fight you and make you look powerless, they will feel powerless and embarrassed instead.
- Report any physical bullying to the school or to the police.
- If you are being excluded then it's time to find better friends, tell your teacher and learn some good communicating skills so that everyone will want you in their group.

### **What can students do about cyberbullying?**

If you are being cyberbullied, you can:

- avoid retaliating or responding
- collect the evidence – this needs to be age-appropriate. Students are encouraged to minimise a screen and tell the teacher or parent.
- block the bully and change your privacy settings
- report the abuse to the social media service and ask others to as well
- talk to someone you trust straight away—like a parent, teacher or friend.

#### **Parents:**

- Encourage your child to report any bullying to the school. If the situation does not improve, then make an appointment to see the school.
- In some more serious cases, parents may wish to seek counselling for their child. Make sure that the psychologist is used to working with children who have been bullied. Generally treatment is brief, about 4-8 sessions with a skilled therapist. They should be treating your child for any psychological damage, teaching the child how to protect themselves from the bullying and teaching them social skills to develop true friends who can protect them in the future.
- Display appropriate assertive skills as an example to children.
- If bullying does occur, even though it is not your child's fault, they need to be supported to learn assertive skills. Coach them to improve their social survival skills.

#### **Teachers:**

- Manage classes in ways that enhance peer relations and demonstrate respect and valuing of all students within a supportive environment.

- Integrate supportive, inclusive problem solving strategies into all curriculum activities.
- Incorporate teaching practices that support students in identifying, analysing and resolving immediate and long-term challenges to their own and others' safety and rights.
- Deliver curriculum that encourages and supports responsible digital citizenship.
- Model behaviours of acceptance, fairness and problem solving. Also model appropriate uses of technology.

All staff:

- Take responsibility for establishing close relationships between school staff and the full diversity of carers and students.
- Build a community of learners responsible for student learning outcomes.
- Modify and monitor practices to achieve social justice.
- Encourage students to develop values and ethics in their relationships with others.
- Identify recommended improvements to student/staff and student/student relations.
- Include young people in decision making about policies and programs designed to assist them.
- Regularly review class and playground cultures to improve peer relations and reduce bullying, harassment, discrimination and violence through early intervention responses involving teachers, administrators and/or specialist staff.
- Identify and address signs of discriminatory behaviour. Never turn a blind eye.
- Know how to respond effectively to bullying incidents.
- Work proactively in a team to assist students at risk.
- Maintain a duty of care in class, the playground and between classes.
- Maintain appropriate and supportive supervision of iPad use.

Preventative Strategies and anti-bullying programs

- Playground areas will be constantly reviewed and modified if needed.
- Each classroom teacher will commit to teaching regular social skills and wellbeing lessons throughout the year. These lessons will be taken from a variety of programs such as: You Can Do It, eSmart, Restorative Practices and Respectful Relationships and will focus on bullying, building resilience, responsible Digital Citizenship and respect. The use of programs will be audited prior to the start of each school year as staff, students and the needs of the school change.
- **Dealing with Bullying Situations.**  
The information below outlines OGPS' Restorative Practices Approach to dealing with bullying situations. This approach will be adopted in our school each time a bullying situation is identified. Parents/carers and classroom teachers will be kept informed throughout the process.

The 6 Methods of Intervention

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying.

It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

Rationale

The rationale behind this approach is that when offenders reflect upon their harm to victims:

- they become remorseful and act restoratively.
- practitioners can focus on the unacceptable behaviour of offenders rather than their moral character.
- this can lead to healthier interpersonal relations among members of the school community and more effective learning.

## Application

- Restorative practices can be undertaken in a variety of forums. It may be conducted with varying degrees of formality and may include just those students most directly involved in bullying or in some circumstances a whole class. 'Community Conferences' include supportive third parties such as friends, families and possibly a community figure such as a police community liaison officer. This forum is used to address concerns of both individuals and the wider community.
- An agreed script directs practitioners to ask the bully to describe what happened and to reflect on what harm it has done. The victim is asked to say how she or he has been affected and what needs to be done to put things right.
- Feelings of shame that are elicited need to lead to re-integration into the community rather than a sense of being alienated and stigmatised.
- In the spirit of personal responsibility, forgiveness and commitment to positive future behaviour, both the target and the bully express their acceptance of the proposed solution/s and discuss what can be done to prevent a recurrence.
- The situation is then monitored by school staff and further intervention occurs if the situation does not improve.
- In some cases considerable work is done behind the scenes to prepare the participants including bystanders and others to ensure a positive outcome.

Ratified by School Council - 2017  
Review - 2020