

2018 CPAS Bullying Policy and Procedures

Aim

To ensure that students at Coober Pedy Area school are able to learn in a safe environment, free from bullying.

What constitutes bullying?

This graphic is helpful in defining bullying in contrast to a range of other anti-social and unpleasant behaviours.

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous; unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior; the bully does not

Figure 1: Source: Jennifer Astles, DASA Newsletter, January 2014, TST BOCES

Resolving the different types of inappropriate behaviour includes:

- Resolving conflict through mediation. All year levels should have sessions on mediation processes, as this is a crucial life skill.
- Building social skills to address rudeness and meanness.
- Using mediation AND a range of other strategies in the case of bullying – with the bully and the victim, being aware that these roles can be interchangeable.

Reminder: Bullying can be written/visual, spoken, physical or online.

Preventative Actions & Responsibilities

Students

As detailed in the school's grievance procedures, we are working with students on a range of steps that are designed to develop agency and assertiveness to address inappropriate behaviour from others.

1. Tell the person who is bullying you how you feel and ask them to stop.
2. Walk away, ignore it, don't respond.
3. If it continues tell your classroom teacher (or yard duty teacher if outside) immediately when there is an incident and let your parents know.
4. Do your best to stay away from the person who is bullying while your teacher is working with you to solve the problem.

5. If you do not feel that the problem is being solved speak to the Senior Leader: Student Wellbeing or another trusted member of staff.

** **Bystander Policy:** It is important that all students understand that if they see someone else who may be being bullied, they should encourage them to follow the above steps and tell their teacher about what they saw too.*

Teachers

1. Explicitly and regularly teach social skills, mediation strategies, and anti-bullying strategies, and ensure that at least one per term this procedure is discussed in class.
2. Listen, take reports of bullying seriously, document, and investigate.
3. Attempt to resolve the problem and contact the parents of all parties involved.
4. Watch out for retribution and deal with this firmly and thoroughly, reporting it to parents as well.
5. If the incident is unable to be resolved refer to a senior leader for advice and support.

Senior Leaders

1. Support teachers in the implementation of the anti-bullying policy.
2. Once an incident is brought to you; listen, take it seriously, document, and investigate.
3. Contact families or support teachers to contact families to update them on how the issue is being resolved.
4. Arrange mediation or other forms of resolution between parties, families and class teachers
5. If the bullying behaviour continues refer to the steps in the Engagement and Inclusion policy.
6. Follow up with all parties in a timely manner, ensure the strategies put in place worked and ensure all documentation is up to date.

Parents and Caregivers

1. Encourage their children to follow the steps in this policy.
2. If you believe that your child has not reported an incident of bullying contact their classroom teacher straight away.