



## **Waddington Primary School** *An Independent Public School*

*Respect • Responsibility • Courage • Kindness • Persistence*

# **Preventing and managing bullying policy for Waddington PS**

## **Rationale**

*Bullying is a learned behaviour which is unacceptable. However, bullying behaviours can be changed. Waddington PS takes an educative approach to managing and preventing bullying. Our processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive environments.*

## **Vision**

*Waddington PS is committed to providing a safe and supportive school community for our students to grow in harmony. We are all responsible for creating an environment that is safe and inclusive.*

## **Definitions**

The national definition of bullying for Australian schools is as follows:

*Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons who feel unable to stop it from happening.*

*Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour 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.*

*Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.<sup>1</sup>*

Confirming whether the behaviours were intentional is not required to implement the strategies for responding effectively. Young people involved in bullying are not always fully aware of the impact of their actions on others. It is more important to act as a result of the effects on the targeted individual, immaterial of the determination of intent.

---

<sup>1</sup> *Bullying. No Way!* website [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)



## **Waddington Primary School**

***An Independent Public School***

*Respect • Responsibility • Courage • Kindness • Persistence*

Bullying can include:

- Verbal bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexist comments.
- Social/relational bullying: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.
- Physical bullying: Includes violent actions towards another person that involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.
- Cyberbullying: Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat.
- Bystanders: Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullied by intervening, getting teacher support or comforting them. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.



## Waddington Primary School

*An Independent Public School*

*Respect • Responsibility • Courage • Kindness • Persistence*

### Rights and responsibilities of school community members

MEMBERS	RIGHTS	RESPONSIBILITIES
<b>All students, teachers, parents, wider school community</b>	<ul style="list-style-type: none"> <li>• are safe and supported in the school environment</li> <li>• are included</li> <li>• are treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>• positive role modelling and demonstrate respect for all people</li> <li>• participate and contribute to school positive behaviour programs</li> <li>• build positive relationships</li> <li>• demonstrate respect and tolerance towards others</li> </ul>
<b>School leadership</b>	<ul style="list-style-type: none"> <li>• is supported by the school community in developing the school's plan to prevent and effectively manage bullying</li> <li>• is supported by the school community in implementing the strategies and programs under the school's plan</li> </ul>	<ul style="list-style-type: none"> <li>• fosters a safe and supportive climate across the school</li> <li>• provides leadership in resourcing the school's plan</li> <li>• ensures plans are clear and publicly available to the school community</li> <li>• ensures the school community is informed of the plan</li> <li>• implements the plan</li> <li>• supports staff to implement the strategies and programs under the plan</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• feel safe and supported in the workplace</li> <li>• are informed by school leadership of the school's plan on bullying</li> <li>• have access to professional learning in preventing and effectively managing bullying</li> <li>• have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning)</li> </ul>	<ul style="list-style-type: none"> <li>• promote and model positive relationships</li> <li>• participate in developing the school plan</li> <li>• identify and respond to bullying incidents</li> <li>• deliver the strategies and programs to students in responding to bullying effectively</li> <li>• promote effective bystander behaviour</li> <li>• promote social problem-solving</li> <li>• use appropriate terminology when referring to bullying and the students involved</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• have access to curriculum that supports the building of resiliency and social skills</li> <li>• are informed by staff of the school's plan on bullying</li> <li>• are provided with supports by staff to stop bullying</li> </ul>	<ul style="list-style-type: none"> <li>• understand and value the concepts of inclusion and tolerance</li> <li>• identify and respond effectively to bullying</li> <li>• are aware of themselves as bystanders</li> <li>• seek help for themselves and others as needed</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• are treated with respect</li> <li>• are confident their children are provided with a safe and supportive school environment</li> <li>• are provided with access to information on the prevention and management of bullying by the principal</li> <li>• are informed by the principal of the school's plan and opportunities to participate</li> </ul>	<ul style="list-style-type: none"> <li>• support and encourage children to treat others with respect and tolerance</li> <li>• model appropriate behaviours and teach children appropriate social skills including conflict resolution</li> <li>• act in accordance with the school plan if they observe/ know about bullying</li> <li>• encourage children to report bullying incidents</li> <li>• work effectively with the school in</li> </ul>



**Waddington Primary School**  
*An Independent Public School*

*Respect • Responsibility • Courage • Kindness • Persistence*

		responding to bullying
<b>Wider community: including other professionals</b>	<ul style="list-style-type: none"> <li>• are strategically included in bullying prevention and management</li> </ul>	<ul style="list-style-type: none"> <li>• provide support and input into the school's approach to preventing and managing bullying</li> <li>• strengthen the school's anti-bullying messages</li> </ul>

### Whole-school prevention strategies

Some of the areas we are focusing on as a whole school to enhance the emotional wellbeing of students and prevent bullying include:

- implementing the developmental, evidence-based social emotional learning program *Friendly Schools Plus*, to develop shared understanding of:
  - what behaviours constitute bullying;
  - the impact of bullying;
  - safe and supportive bystander responses;
  - positive social problem-solving skills;
  - promote a school culture that seeks to be proactive and restore relationships affected by persistent or unresolved conflict;
  - promote positive staff role modelling; and
  - ensure the plans or policies are monitored, reviewed and refined regularly and collaboratively.
- whole school incursions available to students over the year which focus on social skills and bullying;
- operational plan each year developed by the Wellbeing Committee to ensure focus on wellbeing and creation of targets to ensure accountability;
- review each year of the Waddington PS Behaviour Management Policy to ensure positive whole-school understandings based on the teaching and recognition of respectful and pro-social behaviour;
- developing active, trusting relationships within the whole school community;
- provision of professional learning to staff around Trauma Informed Practice and behaviour management. All new permanent staff to be upskilled in Classroom Management Strategies delivered by the Department of Education.

Preventative classroom strategies at Waddington PS include:

- developing supportive and inclusive classroom environments;
- implementing teaching and classroom management strategies that teach and encourage positive behaviours, and address negative behaviours effectively;
- implementing teaching and learning programs to develop positive communication, empathy, tolerance, assertiveness, social and coping skills;
- promoting the use of cooperative learning strategies;
- encouraging and support help-seeking and positive bystander behaviour;
- using social problem-solving approaches to resolve peer-based conflicts; and
- implementing strategies from resources such as *Office of the eSafety Commissioner* to promote cyber safety and positive digital citizenship.

Playground strategies at Waddington PS include:

- coordinating a highly visible and active approach to playground supervision which includes the wearing of fluoro vests;
- implementing identification of and supervision adjustments to high-risk situations and settings;



## **Waddington Primary School** *An Independent Public School*

*Respect • Responsibility • Courage • Kindness • Persistence*

- offering a range of organised activities during break times that encourage positive peer relations and networks. These include lego and sport clubs as well as Wheels Wednesday and Bush Walk;
- providing developmentally appropriate unstructured playground activities and equipment;
- recognising and reinforcing positive playground and pro-social behaviour; and
- developing and communicating whole-school processes for responding to playground issues through our Behaviour Management Policy flowchart.

### **Targeted early intervention strategies**

At Waddington PS we aim to identify and respond to bullying behaviours early. Early identification and effective responses reduce the associated risks and potential long-term harms caused by bullying.

It is vital that we include restoring relationships and teaching about appropriate ways to relate to others in their responses to bullying incidents.

Targeted early intervention strategies at our school include:

- raising awareness of and planning around, specific forms of bullying, such as cyberbullying and racism;
- identifying and targeting early signs of problematic peer relationship issues within the school community and utilising strategies such as differentiated play areas for students who might be having issues;
- identifying individuals and groups at risk that require targeted programs;
- teaching effective bystander behaviour to targeted groups or for specific situations;
- teaching pro-social behaviour to identified students and groups;
- providing high supervision areas for students with higher support needs;
- providing effective options for individual students experiencing safety issues (such as buddy systems, alternative play areas and transition routines);
- providing access to specialist/pastoral care staff such as our school Chaplain and case-management processes for students at risk of being targeted or those who demonstrate bullying behaviour; and
- promoting the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.

### **Procedures and actions to respond to bullying behaviours**

At Waddington PS we have consistent and clearly articulated procedures for responding to incidents of bullying which includes the following:

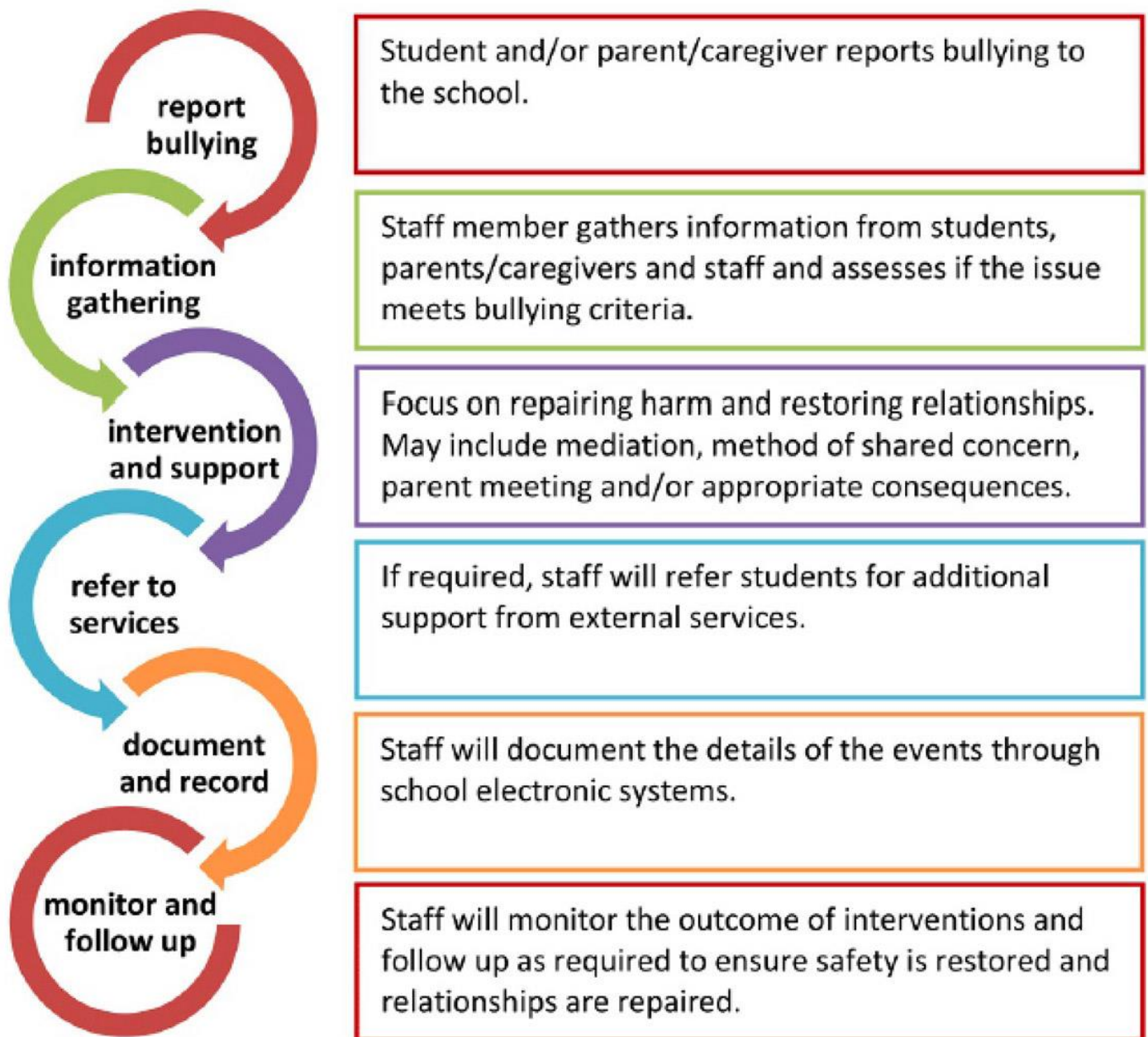
- staff are provided with the support and training by school leadership to confidently manage bullying situations as they occur;
- provide parents with information including key contacts and how the school will respond to bullying incidents;
- staff, students and parents have processes for reporting incidents of bullying or when they become aware that a student needs support because of bullying;
- intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem-solving are used for responding to bullying incidents;
- help all the students involved with the incident (e.g. the student(s) who bullied others; the student being bullied; bystanders) to discuss the incident;
- ensure staff members are aware of the processes for recording bullying incidences and monitoring the effectiveness of response strategies;



**Waddington Primary School**  
*An Independent Public School*

*Respect • Responsibility • Courage • Kindness • Persistence*

- students who are being bullied are provided with support by staff to promote recovery and resilience; and
- case management of students involved in persistent bullying is implemented.



(Sourced from Mt Barker Primary School, SA, 2023)