

# **Anti Bullying Policy 2025**



## **Introduction**

Students and staff at Old Guildford Public School have the right to experience *positive* and *respectful relationships* between all members of the school community.

They have the right to learn and teach in a *happy* and *safe* environment; free of harassment, intimidation and bullying. The school will not tolerate any action that undermines a person's right to feel safe, and it will take action to stop such behaviour.

Bullying behaviour is *not* acceptable at Old Guildford Public School.

## **Program Aims and Rationale**

Bullying is a global phenomenon, appearing in many different *social contexts* including: homes, schools and workplaces. Bullying can occur at *any* age, and across *culture, gender and socio-economic groups*.

At Old Guildford Public School, we aim to create a *happy, safe, harmonious* and *tolerant learning environment* where students and staff feel *respected, trusted and valued*.

We endeavour to build a strong, supportive culture, so that bullying and anti-social behaviour is not acceptable under any circumstances.

### ***To achieve this we will:***

- create an environment where students feel comfortable in reporting bullying and will not tolerate others being bullied
- recognise bullying behaviour and provide strategies for students, parents and staff to respond to bullying incidents
- support students to challenge bullying behaviour in an appropriate manner.

Students' ability to concentrate, engage in learning and perform at their individual best, is affected by how safe and happy they feel at school; how well they feel being supported; how responsive the school is to their concerns and how well they are assisted in addressing their special, individual needs.

## **Bullying Definitions**

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Cyber bullying can take many forms such as:

- Text message bullying
- Picture/video clip bullying
- Phone call bullying
- Email bullying through instant messaging and websites

- Social media

Bullying is an imbalance of power relationships that cause hurt or fear in another person and may be:

- verbal - name calling (eg students or their parents), put-downs, threats and racist remarks
- physical - hitting, tripping, kicking, poking, punching, pinching, spitting, throwing objects, stealing, interfering with property, stealing
- social - ignoring, hiding, ostracising, alienating, writing offensive notes about the person, excluding others, ridiculing someone's appearance or
- psychological - stalking, dirty looks, spreading rumours, hiding and/or damaging possessions, malicious telephone calls, SMS and email messages.
- Cyber-bullying – use of digital technology such as cameras, phones, social media and the internet to bully or harass others

## **Reasons for Bullying**

People bully for many reasons, generally wishing to:

- experience power
- prove themselves
- impress others
- compensate for perceived failure or lack of friends
- fit in with what others are doing
- take revenge or to be entertaining
- be funny or think that bullying is acceptable and a smart thing to do.

## **School Expectations**

At Old Guildford Public School it is expected that:

**Students** play safely, report all bullying incidents; display responsible digital citizenship; co-operate and respect other students and staff

**Staff** encourage co-operative behaviour through cooperative learning techniques consistently across all key learning areas (KLA's); respond appropriately to student concerns and complaints; act as a positive role model for all students and are aware of, and implement departmental anti-discrimination policies. Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Parents** discuss the anti-bullying policy with their child/ren; encourage co-operative behaviour in the children; support and develop responsible on-line behaviour; discourage retaliation or any kind and report incidents of harassment promptly to the school.

**All members of the school community** have a responsibility to model and promote positive relationships that respect and accept individual differences and diversity within the school community; support the school's Anti-bullying plan through words and actions; work collaboratively with the school to resolve incidents of bullying when they occur.

## **Whole School Strategies**

### **People**

- targeted support provided for individual students by Learning Support Team
- active identification of students requiring intervention
- clearly defined and negotiated values and beliefs
- active involvement of students (eg. leadership, role models, student feedback)
- building caring relationships; setting high but achievable expectations in K-6 classes
- teachers developing rapport with students (smiling, greeting, speaking softly)

### **Policies**

- DOE Anti Bullying policy link available on our school website
- Active playground supervision to monitor and intervene in bullying incidents
- Clearly defined games and activity areas on the playground to prevent problems
- Principal has an open door policy
- Share common anti-bullying language

### **Strategies & Programs**

- Leadership programs – SRC, SEMP, Peer Mediation, Prefects, Sports Captains
- Clear guidelines developed for students who bully, incorporated into whole school behaviour level scheme
- K-6 Anti bullying program operational in all classrooms
- Staff in-servicing on policy, procedures and practice
- Small group social skills programs run by staff where necessary
- Anti-bullying & cyber bullying units taught and incorporated into K-6 programs
- Playground books for individual students

### **Praise**

- Citizenship awards in assemblies based on school values
- Anti-Bullying Posters displayed in classrooms
- Celebrations that promote tolerance, care, understanding, harmony and compassion eg: Harmony Day

### **Publicity**

- Anti-bullying school mascot signs displayed around the school
- Large posters and signs displayed around the school
- Newsletter articles to foster harmonious school community
- Anti-bullying incursion for K-6 students

### **Procedure for dealing with bullying behaviours**

- All bullying incidents are detailed in class behaviour management folders.
- Teachers deal with the situation as soon as possible but if it is not resolved the supervising executive and then the Principal deals with the matter.
- Procedures for dealing with bullying behaviours are part of the wider Discipline Policy. Certain behaviours are not tolerated and will lead to suspension if a student persists in displaying inappropriate behaviour, intervention occurs.
- Victims of bullying are provided with counselling and appropriate strategies to deal with perpetrators.

### **Evaluation**

Anti-bullying programs will be reviewed regularly according to their stated aims and DEC policy changes.