

PARADISE PRIMARY SCHOOL BULLYING POLICY

OUR COMMITMENT

Paradise Primary is committed to providing a safe and secure learning environment where all of the community (students, staff, and parents/carers) show respect for others.

At Paradise Primary School we have zero tolerance to any form of bullying, violence or harassment. We believe that everyone has the right to work and learn in an environment where they feel safe, included, connected, confident and supported.

PURPOSE

- To educate staff, parents and students in our school community about what bullying and harassment is and the importance of maintaining a safe and positive learning environment.
- To encourage all members of our community to identify and communicate incidents and bullying appropriately
- To respond to incidents of bullying that have been reported quickly and effectively
- To investigate incidents using appropriate actions and supports

DEFINITIONS

Bullying

The agreed national definition for Australian schools describes bullying as 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, or perceived 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.

Harassment

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability, and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

Single incidents and conflict between equals. Whether in person or online are not defined as bullying.

Behaviours That Do Not Constitute Bullying Include

- Mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation, or violence.

However, these behaviours are still considered serious and not aligned with Paradise Primary School values be kind, work hard, be safe. At Paradise Primary School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. Students at Paradise Primary School are encouraged to report all bullying and harassment incidents to a staff member.

Staff Responsibilities and Expectations

Teaching and regularly reminding students of our values and culture. Uphold high expectations of student behaviour and recording incidents of behaviour which are not aligned to the school values of Paradise Primary School.

Explicitly teach the mandated CPC which covers power in relationships and bullying. Consulting with relevant team members as appropriate depending on the nature, severity, and frequency of the incident to ensure communication and resolution of the incident as effectively as possible.

Modelling appropriate behaviours to students, caregivers, other staff, and the wider community always. Using restorative practices to support students in resolving issues. Building and developing positive, respectful, and supportive relationships. Delivering and promoting the thrive program which promotes resilience, social skills, assertiveness, tolerance, conflict resolution, restorative practices and problem solving. Participation in year level and or mentor group meetings.

Student Responsibilities and Expectations

Learning and modelling our school values of kindness, collaboration, grit and belonging. Monitoring and being mindful of their own behaviours and ensuring that they are not engaging in bullying or harassment incidents, including 'bystander behaviour'. Supporting and encouraging their peers to do the right thing. Participating in activities that the school provides to develop their skills, strengths, and connectedness to all members of the school community. Actively redirecting minor behaviours of bullying and reporting higher level behaviours of bullying and harassment immediately.

Parent/Caregiver Responsibilities

Communicate any concerns of bullying and harassment to Paradise Primary staff.

Work with all members of the Paradise Primary community to model appropriate behaviours and actively promote a community which is kind, thriving and inclusive.

To not approach any group or individual who they believe are the cause of a concern but instead, communicate their concerns to school staff.

3 Tier Approach to Bullying Prevention

Tier 1 – Universal Practice This tier will focus on prevention and the modelling and encouraging of our inclusive and thriving culture. Majority of our students, approximately 80%, will respond to this first, initial tier of support and strategies. Tier 1 will include the explicit teaching of social skills and emotional awareness through our teaching of school values and wellbeing program. Tier 1 encompasses core instructions and basic interventions. It includes proactive classroom management strategies aimed at creating a safe and supportive school. Students who do not respond to these interventions may move into Tier 2.

Tier 2 – Targeted Small Group Intervention. This tier will focus on students, approximately 15%, who require some additional intervention to help resolve issues and develop their social skills to improve their connection to their peers and community. Some students need extra support in developing social and emotional goals, and it is in Tier 2 that these individuals receive this support. Often these interventions and supports are delivered in small group settings, such as friendship or social skills groups held in break times. This targeted support will also include counselling and consistent check ins with staff. Students who do not respond to these interventions may move into Tier 3.

Tier 3 – Individualised and Intensive Intervention. A small percentage of students find difficulty in responding to the interventions, supports and strategies utilised in Tier 1 and 2. Tier 3 provides individualised supports and can include DfE Support Services and/or outside agencies. Tier 3 may also require higher level positive behaviour support interventions. The severity of consequences will be increased for repeat offenders.

