



Rationale

Salisbury Park Primary School is founded on our school values of **honesty, belonging, respect and fairness**. We strive to form a safe and supportive community where learning is enjoyed in a supportive, positive and challenging environment. We believe that every child has the right to feel safe and happy at school and in fostering high quality inter-personal relationships among teachers, students, parents and support staff. We recognise that quality relationships are fundamental to effective learning.

At Salisbury Park Primary Restorative Practices assist students to learn from their mistakes, recognise their differences and resolve problems with others.

Definition of Bullying

“Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress. These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated.” (The Peer Support Foundation 1988)

“It is not the same thing as "aggression" or "violence," although elements of these may be present when bullying occurs. It is not simply a desire to hurt. Bullying is actual hurtful behaviour directed by more powerful individuals or groups against those who are less powerful. ***It is not*** the same thing as fighting or quarrelling between people of about the same strength. It is typically repeated, often enjoyed by the bully or bullies, never justified. It is experienced as oppression.” (Ken Rigby 1993)

Statement of Rights

All members of our school have the right to work, learn and play in a safe, supportive, respectful and caring environment free from bullying.

Statement of Responsibilities

All members of the school community have the responsibility to:

- Act in a way which promotes and demonstrates our school values.
- Report any acts of bullying which they may witness.
- Take action to respond to bullying behaviour and support all parties.

Responding to Bullying Behaviour

When bullying behaviour is witnessed or reported to a staff member at our school they will use their professional judgement to choose and implement an appropriate response. The level of response required will be determined by the staff member involved who may choose to consult with the class teacher or a member of the leadership team before responding.

Restorative Practices

Salisbury Park Primary School staff are aware that students are continually learning how to act and interact with others in a wide range of settings. From time to time students will make mistakes in how they treat others. As a result staff at our school focus on restorative practices, in restoring and repairing relationships and any harm caused to others.

Responses to Bullying Behaviours – Student

Classroom Level

Teachers and support staff may choose to use the following strategies when responding to bullying behaviour:

- Class step / Rule Reminder
- Restorative talk / conference with all involved
- The development of a class based behaviour agreement
- Whole class / Small group circle time discussion
- Class based social skills / bullying lessons
- Referring participants to the office for counselling and support
- Referring participants to the office for an **Office Rethink**
- Other actions as determined by the staff member

Yard Level

Yard duty teachers may choose to use the following strategies when responding to bullying behaviour:

- Walk and talk with the teacher
- Restorative talk / conference with all involved
- Referring participants to the office for counselling and support
- Referring participants to the office for an **Office Rethink**
- Referring participants to the yard **Red Spot** area
- Referring the participants to their class teachers where consultation can occur before action is taken
- Other actions as determined by the staff member

Office Level

Leadership team members may choose to use the following strategies when responding to bullying behaviour:

- Counselling and support
- Restorative talk / conference with all involved
- Counselling and administering the Office Rethink Process
- Referring participants to regional ISBM or social work services
- Police involvement / assistance and support from outside agencies
- Take Home
- Suspension
- Exclusion

Students who feel that they are being bullied may choose to:

- Talk to a trusted staff member at school about the issues and seek support
- Talk to their parent/s or another trusted adult and seek support
- Talk to a friend who may be able to support them in reporting the issue to the school
- Contact kids helpline for support

The important thing for students is that they report the bullying so that the school can support them and take action to repair the harm and stop the bullying behaviour.

Responses to Bullying Behaviours – Staff

Staff who feel that they are being bullied by a student, staff member or parent may choose to respond through the following actions:

- Reporting this behaviour to leadership staff for investigation / action
- Taking with a staff grievance officer, OHSW or AEU representative
- Completing and submitting an ED155
- Seeking counselling / support from DECS or personnel social worker and / workplace counsellors
- Seeking advice and support from SA Police

Responses to Bullying Behaviours – Parent

Our school is committed to establishing positive partnerships with parents in order to enhance the social and educational opportunities and outcomes for all students. When instances of bullying occur (parent to parent, student to parent or parent to student) this **should be reported immediately to a member of the school leadership team** who will:

- investigate the reported bullying behaviour and make a determination regarding an appropriate response

These may include:

- Counselling and support
- Restorative talk / conference with all involved
- Police involvement / assistance and support from outside agencies
- Prohibition of parties from the school grounds

Regards,

Salisbury Park Primary School Staff