Aldinga Payinthi College.
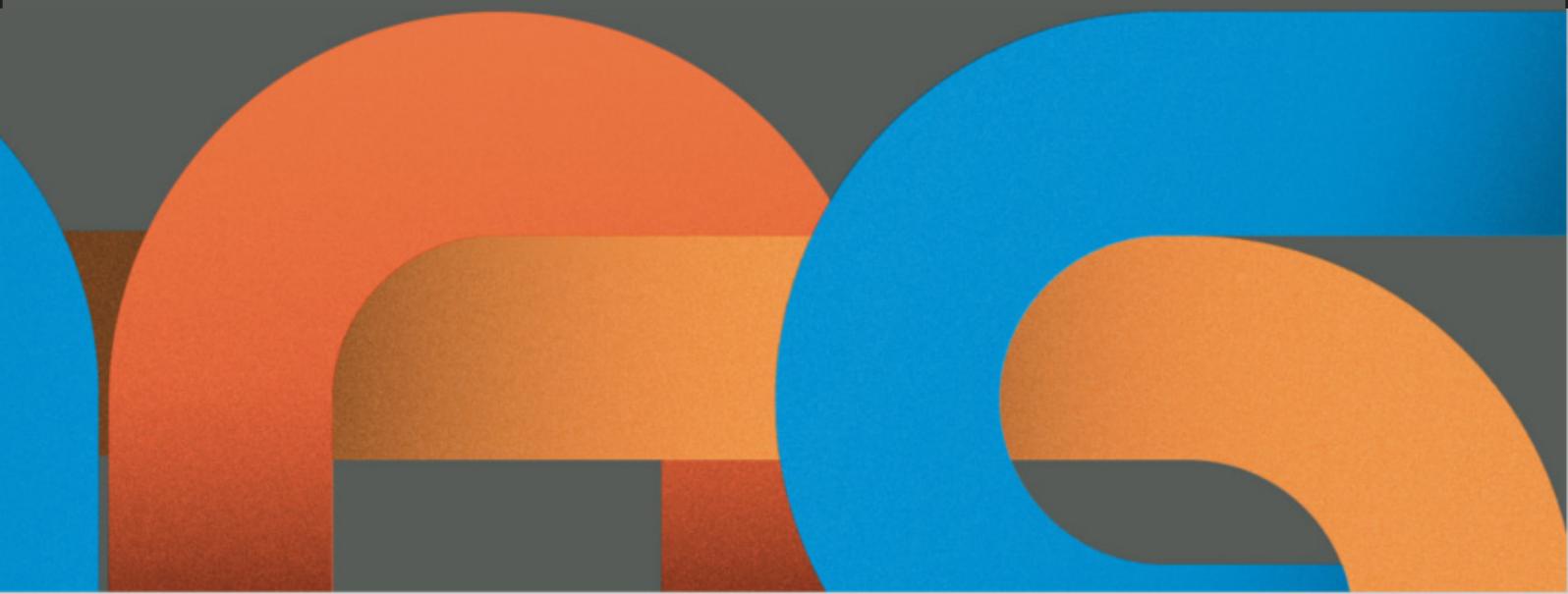
Our college pillars: Inspire, Connect and Belong, shape our Way of Being and highlight how we relate to each other and our environment, respond to the aspirations of our community and design our learning. Our Bullying Prevention Policy reflects this context.

RATIONALE

At Aldinga Payinthi College, we seek to create a safe and inclusive learning environment where all learners (children and young people) feel they belong, through connections with their peers, staff, community, and curriculum. We seek to inspire learners to be responsible and informed citizens who understand their own rights and actively take responsibility to uphold the rights of others.

SCOPE

The Bullying Prevention Policy applies to all learners, staff, and families at Aldinga Payinthi College.

RELEVANT POLICIES / DOCUMENTATION

This policy should be read in conjunction with the following documentation:

- Attendance Policy
- Pedagogical approaches:
  - Co-teaching expectations
  - Learning Community Support Officer role description
  - Wellbeing for Learning: Circle Guidance for Educators
  - Extended Circle Exemplar

Department for Education
- Behaviour support policy and Behaviour Support toolkit
- Keeping Safe: Child Protection Curriculum
- Critical incidents, injury and hazard reporting
- Complaint management policy

PROMOTING POSITIVE BEHAVIOUR

College Responsibilities
As a college, we will:

- Maintain a safe learning environment.
- Commit to developing an understanding of our Way of Being: Inspire, Connect, Belong.
- Promote positive and productive behaviour that demonstrates value for diversity, respect and inclusion for all learners, staff, and families - Appendix C.
- Acknowledge and support everyone's rights and responsibilities toward creating connection and belonging in the learning environment.
- Ensure definitions of bullying are known and understood by staff, learners, and community - Appendix B.
- Ensure consistent and developmentally appropriate behavioural expectations across the college B–12.

- Use consistent language among staff, families, learners, and the broader community to encourage positive behaviours and social interactions.
- Ensure bullying is easily reportable and that learners feel confident to seek support and to raise concerns - Appendix B.
- Build staff skills, knowledge, and confidence to:
  - prevent and respond effectively to bullying including cyberbullying
  - restore safety and wellbeing after critical incidents
- Ensure information about the complaints process is available.
- Collect bullying data regularly, analyse data and trends to plan how we will modify our bullying prevention strategies and responses as necessary, with Governing Council, learners, wider community, and families.
- Develop solutions to bullying with learners, including them in decisions that affect their safety and wellbeing.
- Act when bullying and cyberbullying are reported. This includes incidents that happen out of hours or off college grounds when it relates to college relationships.
- Report criminal matters to SAPOL.
- Work with families, service providers and community to support learners affected by bullying.
- Have planned responses to bullying that are visible, consistent, and foster trust and confidence.

Staff Responsibilities
Staff will:

- Actively teach and model safe and inclusive behaviours, through our Way of Being.
- Develop and maintain supportive relationships and communicate effectively with learners and their families.
- Assist learners to understand bullying, including cyber bullying, prevention, identification, response and reporting across all year levels.
- Teach positive behaviours and social emotional skills.
- Intervene in specific incidents of bullying or observed bullying behaviour.
- Take all reports of bullying seriously and follow up concerns immediately with fair and consistent responses to incidents or suspicions.
- Document all bullying incidents.
- Implement circles to follow up with learners when bullying incidents have been resolved, including both victim, perpetrator, and observers where possible.

Learner Responsibilities
Learners will:

- Take pride in being an Aldinga Payinthi College learner.
- Behave in safe, respectful, and inclusive ways that reflect and promote the college's Way of Being.
- Understand the types and definitions of bullying.
- Understand the difference between reporting and dobbing - Appendix D.
- Treat others with kindness and support peers to behave in safe, respectful, and inclusive ways.
- Report any suspicions, concerns or bullying behaviours to a trusted adult.
- Take part in decision making to improve learner safety and wellbeing.

- Take a stand when bullying is observed. Know and use our 5-step approach - Appendix E.

Family Responsibilities

As their child's first and ongoing educators, families shape and support their child's positive experience at the college by:

- Promoting pride in the college and maintaining positive connections with the college and its staff.
- Understanding that behaviour is developmental and provides a learning opportunity.
- Working collaboratively with the college to resolve concerns about behaviour when incidents occur.
- Helping their child to be safe online at home. This includes monitoring their child's use of technology and social media.
- Making sure their child knows how to identify and report bullying.
- Working with the college to help their child be safe from bullying.
- Understanding the college is required to maintain confidentiality for all learners and often will not be able to report an outcome in relation to another learner.
- Reporting new incidents/information to the college if a situation continues.
- Talking to their child about safety issues including bullying and cyber bullying.
- Reporting concerns about bullying to their learning community teacher.
- Supporting their child to go to preschool or school while a bullying issue is being resolved.
- Seek support from specialists and external providers who may be able to further support your child's wellbeing if necessary.

Bullying is an ongoing and pervasive behaviour that is found in all aspects of society. Working together to support our learners to recognise, report and repair relationships will assist them to deal with deficit behaviours into the future. Although this is not easy, it is vitally important for their future health and wellbeing.

ADDITIONAL INFORMATION

- [Bullying No Way](#)

Date	7 December 2021
Version	Version 1
Renewal	2022
Owner	Director of Belonging

BULLYING HAS THREE MAIN ELEMENTS

It involves a misuse of power in a relationship

Conflict or fights between equals are not defined as bullying. Bullying occurs when there is a power imbalance. This might come from:

- The context. For example, several children acting against one child.
- Personal characteristics. For example, different physical, emotional or social development.

It is ongoing and repeated

One incident of misbehaviour is not defined as bullying. The college will respond to all incidents of misbehaviour.

One act by a single person might be bullying if:

- The behaviour adds to a series of other peoples' behaviours that misuse power and result in harm.
- It can be shared online or through technology to a wider audience, or repeated with multiple views.

It involves behaviours that can cause harm

Bullying can cause physical and psychological harm. Physical harm can include injury. It can also include theft or damage of belongings.

Psychological harm can include:

- Anxiety
- Not wanting to go to school
- Lack of interest in school
- Isolation and depression

A fear of being bullied can create psychological harm. Psychological harm can last quite some time. It will depend on a learner's situation and the support available to them. Support might come from the college, family or friends, or an external provider.

DEFINITION OF BULLYING

A national definition of bullying has been endorsed by the Education Council.

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, 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.

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

What bullying is not:
- Single episodes of social rejection or dislike.
- Single episode acts of nastiness or spite.
- Random acts of aggression or intimidation.
- Mutual arguments, disagreements, or fights.

These actions can cause great distress; however, they do not fit the definition of bullying. Bullying involves deliberate and repeated incidents.

HARASSMENT, DISCRIMINATION AND VIOLENCE

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
- Ability or disability

Harassment can offend, humiliate, intimidate, or create a hostile environment. It may be:

- An ongoing pattern of behaviour or a single act
- Directed randomly or towards the same person(s)
- Intentional or unintentional

Discrimination

Discrimination occurs when people are treated less favourably than others because of their:

- Identity, race, culture, or ethnic origin
- Religion
- Physical characteristics
- Gender
- Sexual orientation
- Marital, parenting, or economic status
- Age
- Ability or disability

Violence

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

REPORTING OR DOBBING?

Reporting bullying is about acting responsibly by trying to prevent further harm.

Dobbing is deliberately trying to get someone into trouble.

Reporting	Dobbing
You or someone else is being hurt by the bully's behaviour	No one is being hurt
You or someone else is afraid	No one is afraid
Helps someone	Gets someone into trouble

CONSISTENT WORDING FOR POSTERS AND USE AROUND COLLEGE
Bully vinyl – with hand

If bullying occurs:
- Ask nicely for the person to stop.
- Ask firmly for the person to stop.
- Walk away.
- Talk to a friend or trusted adult.
- Remind yourself you are not to blame.

You can stop bullying by:
- Not accepting comments that hurt others.
- Telling the bully that the behaviour is wrong
- Refusing to participate in bullying behaviour.
- Walking away with the person being targeted.
- Encouraging the person to speak with a trusted adult.

Tread lightly vinyl – with feet

Tread lightly
- Pause
- Be you
- Listen deeply
- Think carefully
- Consider your impact

If you are being bullied, stand up for yourself and act confidently, hold your head up, look the other person in the eye, stand straight with shoulders back, stand your ground when you are talking, react calmly not aggressively.

If you witness, know, or hear of someone being bullied, support them. Bullies feed off the power they have over a target. By not intervening when you witness bullying or harassment, you are supporting the behaviour, giving the bully an even stronger sense of power, which may lead to an increase in bullying.

Government of South Australia
Department for Education