Identifying Bullying Behaviours

These behaviours may also be present in incidents of conflict and harassment. They are specifically attributed to bullying behaviour when they are repeated and there is a clear imbalance of power between the people involved.

Physical:
♦ Dominating others physically due to proximity, size, strength etc
♦ Any form of violence—hitting, pushing, tripping etc
♦ Interferes with others’ property.

Verbal:
♦ Sarcasm, name calling, ongoing nasty teasing, spreading rumours, threats and intimidation
♦ Commenting on the size or shape of someone’s body in a hurtful manner.

Ethnicity (Racial):
♦ When race or culture is used as a weapon to hurt.

Sexual:
♦ Unwanted/inappropriate sexually or gender related comments, gestures, touching, brushing up against etc.

Emotional:
♦ Using status in a group
♦ Excluding, tormenting, mimicking, ridiculing, humiliating—if it is persistent (even if it is low level)
♦ Using popularity to manipulate or control others
♦ Singling someone out for unfair treatment.

Cyber-bullying:
♦ Unwanted contact using emails, texting, phone calls, social networking, which may or may not be obscene or threatening - but has the intention to cause harm

What to do if you need help:

We can help ourselves be safe by talking to someone we trust.

Who to report to:
♦ Your class teacher, or other school adult
♦ A teacher on yard duty
♦ Student Counsellor/CPSW
♦ Go to the Front Office (in an emergency)
♦ Tell your parents what is happening
♦ Tell your friends—they will support you.

What to report:
♦ Tell where it is happening
♦ Who is involved
♦ If it has happened before
♦ What you have done to try to prevent it.

If the behaviour is identified as bullying behaviour you should fill in a Report of Bullying Behaviours form and give it to your class teacher or hand it in at the Front Office.

What to do if someone you know needs help:

Please don’t be a bystander to these behaviours. If you see them happening, be a witness.

Being a witness means you are not OK with the behaviour and you want to help stop it. Report what you see as soon as possible.

How will Bordertown Primary School respond to incidents of conflict, harassment and bullying behaviours?

In the first instance, teachers will:
♦ Act as role models of caring and supportive behaviour
♦ Act upon all reports of conflict, harassment and bullying behaviour
♦ Protect student(s) from further harm
♦ Record incidents appropriately.

Each case will be treated individually and confidentially:
♦ In most situations we will use a restorative approach focussed on students taking responsibility for their actions and repairing harm caused to others
♦ Consequences will be negotiated with the aim of being consistent and fair
♦ Consequences may include apologies, letters, time out, restricted play or, in serious situations, suspension
♦ Parents may be contacted, particularly in repeat offences
♦ Students experiencing the behaviours will be supported through the process, and where appropriate have a say in possible outcomes
♦ Students who use the behaviours will be assisted to take responsibility for their actions, and be supported to make things better for those harmed by their actions, and will be expected to agree to cease using the behaviours.

This policy applies to all school and school approved activities. This includes school bus travel, sports, excursions, and special programs such as Pedal Prix, SAPSASA and Choir.
Responding to Conflict, Harassment and Bullying Behaviours
A guide for parents and students

At Bordertown Primary School every person has the right to be safe.

Our school community has the expectation that the behaviour of all students, parents and staff will reflect our school values:

- Respect
- Kindness
- Cooperation
- Responsibility
- Honesty and Integrity

This brochure explains conflict, bullying and harassment behaviours, and how we will all work together to stop it happening.

What is the difference between bullying behaviours, harassment and conflict?

Not all distressing or hurtful behaviour is bullying.

Bullying behaviours are repeated verbal, physical or social behaviours that are harmful and involve the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies.

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender, age; 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.

Conflict or fights between equals and single incidents are not regarded as bullying. Arguments can be distressing but it is not bullying when two people are both upset and neither one is misusing power over the other. Conflict may still give rise to unacceptable behaviour which will be responded to as part of the school's behaviour management processes.

- dislike: Although social rejection can be hurtful, it is not bullying unless accompanied by repeated and deliberate attempts to distress or hurt.

- a single incident of malicious or aggressive behaviour: Bullying and harassment are repeated actions. A single incident may still be responded to as part of the school's behaviour management processes as unacceptable behaviour.

Adapted from DECD website:

How parents can help:

If your child has experienced these behaviours:

- Work on developing your child’s self-esteem
- Assist in developing and practising assertive responses
- Coach your child to look confident
- Together develop ways to respond to disappointment, embarrassment and anger
- Encourage creative problem solving skills
- Encourage sharing and collaboration in play activities and home life
- Encourage out of school activities that broaden your child’s social network
- Observe internet protocols: ie Facebook rules state that children need to be 13 years of age to have an account.

If your child is identified as using these behaviours:

- Show your child that you still love him/her but that you don’t accept these behaviours. Explain why they are wrong
- Encourage your child to talk about his/her feelings
- Be consistent when dealing with the behaviours and their consequences
- Give lots of praise for positive behaviours
- Talk to your child about handling feelings and conflicts in non-aggressive ways
- Understand that for your child’s behaviour to change, you need to provide clear expectations, support and constructive opportunities to develop new skills
- Observe internet protocols: ie Facebook rules state that children need to be 13 years of age to have an account.