



WHAT WE DO AT THE PLJPS TO REDUCE BULLYING

Prevention strategies include:

- Use of Restorative Practise visual and verbal script throughout the whole school
- Promote the values of RESPECT, RELATIONSHIPS AND RESPONSIBILITY
- Teaching Child Protection Curriculum and the use of SMART practice in all classrooms
- Specific social skill teaching regularly
- Regular practice of 'Circle Sessions' to build social/emotional learning
- Grievance procedures published and distributed
- Ongoing professional learning for staff
- Monitoring situations to ensure safety and well being are maintained
- Regular review of yard procedures to ensure their effectiveness
- Provide a range of break time activities ie. Oval sports/play shed/library/computing
- Regular review and evaluation of Behaviour Management strategies and policies
- Counselling students
- Communication with families
- Consequences for those who continue to display bullying behaviours

Thank you for taking the time to read this information. For further details please feel free to make contact with our school.

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PORT LINCOLN
Junior Primary School

POLICY STATEMENT ON BULLYING

GOLDEN RULE: Treat others how we like to be treated.

SCHOOL VALUES: RESPECT RELATIONSHIPS RESPONSIBILITY

IF YOU SEE OR EXPERIENCE BULLYING YOU MUST REPORT IT STRAIGHT AWAY

ITS EVERYONES RESPONSIBILITY TO STOP BULLYING!



Government of South Australia
Department for Education

'Children and young people are at the centre of everything we do'

At PLJPS EVERYONE has the right to be safe. We aim to establish a community where everyone feels valued, respected and safe. We appreciate, understand and accept individual differences

Our values of Respect, relationships, responsibility promote families, staff, student and community partnerships and open communication in order to support and teach appropriate student behaviour and reduce the incidence of Bullying in our school.

WHAT IS BULLYING?

Bullying is:

- Repeated, unjustified behaviour that may be physical, verbal or psychological
- Intended to cause fear, distress or harm to another
- Intended to take away someone's power or safety
- Conducted by a more powerful individual or group against a less powerful individual or group

The following table gives some examples of Bullying a child may experience in their lifetime.

Examples of:	Direct Bullying	Indirect Bullying
Physical	Hitting, slapping, punching Kicking, strangling, spitting Biting, Throwing missiles directly at others. Inappropriate touching.	Organising another student to harm someone Not respecting personal space
Non Physical	Name calling. Hurtful, vindictive teasing. Demanding money or possessions. Forcing or coercing others to commit offences such as stealing.	Constant exclusion from a group. Spreading rumours. Getting other students to dislike another student.
Non Verbal	Threatening &/or obscene gestures.	Deliberate, organised exclusion. Removing, hiding &/or damaging others belongings.

IF YOU ARE BEING BULLIED YOU SHOULD:

- Tell them to stop, use a strong voice saying exactly what the behaviour is that you don't like
- Ignore them and report their actions
- Walk away and report it
- Tell an adult who will help you (ie someone on your network)

IF YOU SEE SOMEONE BEING BULLIED YOU COULD

- Tell the bully to stop
- Be a friend to the person being bullied
- Find another friend or group to play with
- Ask an adult for help. Report the Bullying.

AT THE PORT LINCOLN JUNIOR PRIMARY WE USE RESTORATIVE PRACTICE IN OUR PROCESSES TO ADDRESS BULLYING

All children will be heard and all children involved in the Bullying Incident (including bystanders) will be a part of the Restorative Conference.

Early Years Script in use at PLJPS:

First to the mistake-maker, 2nd to the hurt child:

"What happened?"

To mistake maker

"When you....., was that a good choice or a bad choice?"

To hurt child:

"How did you feel when.....did.....?"

To mistake maker:

"How did (harmed person) feel when you"?

To mistake maker (non judgemental telling):

"At school it is NOT OK to, next time I want you to"?

To hurt child:

"What could (wrongdoer) do that would help you feel safe?"

"What do you think needs to happen to make things better?"

To mistake maker:

"What do you think you need to do to make things better?" (Apology/fixing strategies)

Here, if there is anything else that needs fixing, the adult can add: "You will also need to"

To the mistake maker (non judgemental telling):

"I think you also need to understand that bullying/behaviour is NOT acceptable at our school.

A clear consequence is stated for any future incidence.

THE SCHOOL COMMUNITY WILL:

- Promote students' sense of concern and responsibility
- Provide positive role models
- Build self esteem and resilience
- Develop skills and strategies to deal with Bullying
- Keep lines of communication open
- Share information

REMEMBER IF YOU DON'T TELL SOMEONE WE WILL THINK EVERYTHING IS OK