



Port Broughton Area School

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Anti-Bullying Policy

At Port Broughton Area School we strive to provide opportunities for learning in a respectful environment, free from physical violence, verbal abuse, bullying or harassment, encourage participation in safe play.

What is bullying?

Bullying is.....Repeated verbal, physical, social or psychological behaviour that is harmful. Bullying involves a misuse of power by an individual or group towards one or more persons. **Harassment is.....**Behaviour that targets an individual or group. Harassment is intended to offend, humiliate, intimidate, or create a hostile environment.

Level 1 Behaviours; Unacceptable Behaviour, not considered bullying.

Level 1 behaviour is when a student has been made aware of their bullying behaviour and the impact their actions is having on others, through discussion with their peers or a staff member, yet has continued the negative behaviour. It is expected that the behaviour will stop.

Level 1 behaviours may look like:

- **Physical:** Invading and not respecting someone's personal space (tripping, pushing, poking) or their personal belongings.
- **Verbal:** Talking about or to another person in an offensive manner (putdowns, teasing).
- **Sexual:** Sexually inappropriate gestures, discussions, comments, drawings.
- **Racial:** Negative comments regarding somebody's race or culture.
- **Cyber:** Using technology to discuss or make negative comments about a person on social media.
- **Exclusion:** Excluding another person and encouraging others to do the same.

What does bullying look like?

Level 2 Behaviours

Level 2 behaviour is defined as a student repeating unacceptable behaviours and when these repeated acts are specifically targeted, they are considered bullying. These incidents will be dealt with as quickly as possible. Behaviour change is expected with the support of the parents, teachers and the leadership team.

Level 2 behaviours may look like:

- **Physical:** Persistent and repeated invasion of someone's personal space or their personal belongings.
- **Verbal:** Persistent and repeated talking about or to another person in an offensive, abusive manner.
- **Sexual:** Explicit sexually, inappropriately, targeted gestures, discussions, comments, drawings.
- **Racial:** Aggressive or persistent negative comments regarding somebody's race or culture.
- **Cyber:** Repeatedly using technology to discuss or write negative comments or show negative images. Encouraging a physical incident to occur.



- **Exclusion:** Shutting someone out or denying them access in a mean way.

Level 3 Behaviours

Level 3 behaviours can be a one-off illegal incident or a result of repeated Level 2 offences. The behaviour is dangerous, intrusive and directly threatens the safety and wellbeing of others. This level of behaviour may involve SA Police.

Level 3 behaviours may look like:

- **Physical:** Making physical contact with another person with the intent of causing harm or damaging someone's property beyond repair.
- **Verbal:** Making serious threats to harm another person either physically, socially or emotionally. Swearing at or attempting to intimidate staff.
- **Sexual:** Inappropriate touching, comments or physical contact. Sharing pornographic images at school.
- **Racial:** Abusing and treating someone unfairly in relation to their race or culture.
- **Cyber:** Use of technology to distribute violent, sexual, pornographic or negative content onto others.
- **Exclusion:** Deliberately harming someone's mental health by isolating them.

Prevention, Coping and Intervention Strategies

PBAS will seek to inform students of the school's anti-bullying policy through intentional and explicit learning experiences and opportunities. Coping strategies provided by PBAS will differ dependent on behaviour, age of student, disability, trauma, mental health and behaviour patterns. Some strategies that PBAS will provide include:

- Visual aids in each learning space outlining bullying and school expectations.
- Meetings with small groups, classes or year levels.
- Additional flexible learning space with cool down sensory tools and strategies accessible.
- Student Representative Council meetings to voice student concerns and provide opportunities for student directed decisions.
- Professionals to conduct workshops throughout the school year as they become available.

PBAS seeks to strengthen its curriculum strategies by ensuring that the Keeping Safe: Child Protection Curriculum is taught comprehensively at each year level. Annually, it is reviewed by using the Keeping Safe: Child Protection Curriculum (KS:CPC) Site Implementation Rubric (SIR) and Open Parachute.

Training and Development

PBAS seeks to provide professional learning opportunities for staff members to ensure consistent practice occurs around the prevention of and intervention after incidents of bullying, harassment or violence.

Measures that are taken may include;

- Staff induction with school policies and procedures available.
- Mandatory RAN: Responding to Abuse and Neglect training (as per employment requirements).
- Keeping Safe: Child Protection Curriculum training supported by Open Parachute.
- Early Career Teachers: Your classroom: Safe, orderly and productive.



What can Students do?

If you are being bullied you can stand up to the bully by trying some of the following:

- Walk away and don't react to the behaviour. **Report it!**
- Stay calm and think clearly. **Report it!**
- Politely and firmly ask them to stop. **Report it!**
- Give them a warning eg "I don't like the way you.....". **Report it!**
- Stand tall, use eye contact, be polite but firm. **Report it!**
- Share your feelings with others – talk about the situation with a Teacher, School Wellbeing Leader, parents, friends, or someone you think can help.

You may need to persist to help stop the bullying behaviour.

What can Bystanders do?

If you see someone bullying or being bullied we expect you to try some of the following:

- Tell the person to stop bullying. **Report it!**
- Leave the area. **Report it!**
- Get help – **Report** it to an adult
- Be a friend to the person being bullied. **Report it!**

If you take no action, you may be giving the message that the bullying is OK.

What can Parents do?

- Look for signs of distress in children (eg unwillingness to come to school, a pattern of illness).
- Be proactive and encourage your child to report the incident to a staff member.
- Build your child's confidence by recognising and confirming their positive qualities.
- Discuss the problem with your child modelling calm, supportive behaviour.
- Communicate in a respectful manner with the school staff about issues of concern soon after these concerns arise
- Discourage any planned retaliation, either physical or verbal, by discussing positive strategies your child can use.

What you can expect a Staff member to do:

- Listen to their concern – not trivialise it
- Record the incident on Daymap – clarifying the events
- Speak with all students involved
- Follow up with Parents of all students involved
- Use the Restorative Justice Process.
 - What happened?
 - What were you thinking about?
 - What have you thought about since?
 - What do you think you need to do/needs to happen to repair and restore the relationship?



What Leadership Team will do:

- Discuss incident with student(s)
- Adopt a Restorative approach
- Notify Parents
- Record Incident on EMS if at Department Reportable level, upload supporting documents and refer to Site Leadership

Consequences

What will happen: Repeated occurrence of any behaviour will result in an escalated response.

Level 1

Consequences and staff responsible: If level 1 behaviour occurs in class, the class teacher will follow the consequences as per the Student Behaviour Management Process. If the bullying occurs at any other stage, the Class Teacher (supported by a school leader) follows up with consequences that include one of the following, yard play restrictions or recess/lunch time-out or a strategy from the PBAS Behaviour Support Levels. It is both the responsibility of the classroom teacher and a school leader to collaborate on appropriate consequences or arrange a restorative process where possible. The Classroom Teachers will contact families of all students involved and record the incident in Daymap under *Records > Behaviour Record. Bullying/Harassment* must be recorded under *Behaviour Details*, to notify leaders and all Home Group teachers.

Level 2

Consequences and staff responsible: If level 2 bullying behaviour occurs in class, the class teacher will follow the 'fast track - leadership intervention' as per the Student Behaviour Management Process. If the bullying occurs at any other stage, Deputy Principal and the Student Wellbeing Leader follow up with consequences that include one of the following; restricted access to the yard during breaks or classroom activities, take home and internal suspension or a strategy from the PBAS Behaviour Support Levels. A school leader will contact families of all students involved and record the incident in Daymap under *Records > Behaviour Record, Bullying/Harassment* must be recorded under *Behaviour Details*, to notify leaders and all Home Group teachers. Attach any records and refer to Site Leader.

Level 3

Consequences and staff responsible: A meeting is held with the parents or carers of all students involved. Principal to take appropriate action, with support from the Student Wellbeing Leader. These take into consideration severity of behaviour, age of student, disability, trauma, mental health and behaviour patterns. The Principal will arrange consequences that include community service within the school, suspension, exclusion and/or police. Formal written notification is given to the parents by the principal. Student Wellbeing leader continues to monitor. The Principal will record the incident in Daymap under *Records > Behaviour Record* and attach any records. The Principal will communicate action with all relevant staff via email.

Ratified by Governing Council 2025



BEHAVIOUR INCIDENT OCCURS

Students, parents and community members are highly encouraged to seek out a staff member that they feel comfortable in confiding to. All PBAS staff record instances of bullying and harm on Daymap in the 24 hours following the incident.

Behaviour and response level is determined by the Staff, Leaders, and Principal as appropriate

LEVEL 1; UNACCEPTABLE BEHAVIOUR

Physical: Invading and not respecting someone's personal space (tripping, pushing, poking) or their personal belongings.
Verbal: Talking about or to another person in an offensive manner (putdowns, teasing).
Sexual: Sexually inappropriate gestures/ discussions/ comments/ drawings.
Racial: Negative comments regarding somebody's race or culture.
Cyber: Using technology to discuss or make negative comments about a person on social media.
Exclusion: Excluding another person and encouraging others to do the same.

REPEATED LEVEL 1 BEHAVIOURS
ESCALATE RESPONSE TO LEVEL 2

RESPONSE

In class: Behaviour Management process followed.
Out of class: Relevant Teacher assigns consequences and restorative process supported by Student Wellbeing Leader.
Consequences will include: yard play restrictions or recess/lunch time-out.

Staff responsible:
Relevant teacher.

LEVEL 2; BULLYING BEHAVIOUR

Physical: Persistent and repeated invasion of someone's personal space or their personal belongings.
Verbal: Persistent and repeated talking about or to another person in an offensive, abusive manner.
Sexual: Explicit sexually, inappropriately, targeted gestures / discussions / comments / drawings.
Racial: Aggressive or persistent negative comments regarding somebody's race or culture.
Cyber: Repeatedly using technology to discuss or write negative comments or show negative images. Encouraging a physical incident to occur.
Exclusion: Shutting someone out or denying them access in a mean way.

REPEATED LEVEL 2 BEHAVIOURS
ESCALATE RESPONSE TO LEVEL 3

RESPONSE

In class: Behaviour Management process 'FAST TRACK - Leadership Intervention' followed.
Out of class: Relevant Teacher follows up with assistance from Site Leadership Team.
Consequences will include: restricted access to classroom activities, take home or internal suspension.

Staff responsible:
Relevant Teacher, Site Leadership Team.

LEVEL 3; BULLYING BEHAVIOUR

Physical: Making physical contact with another person with the intent of causing harm or damaging someone's property beyond repair.
Verbal: Making serious threats to harm another person either physically, socially or emotionally. Swearing at or attempting to intimidate staff.
Sexual: Inappropriate touching, comments or physical contact. Sharing pornographic images at school.
Racial: Abusing and treating someone unfairly in relation to their race or culture.
Cyber: Use of technology to distribute violent, sexual, pornographic or negative content onto others.
Exclusion: Deliberately hurting someone's mental health by isolating them.

RESPONSE

In class: Behaviour Management process 'FAST TRACK - Leadership Intervention' followed.
Out of class: Site Leadership Team member notifies the Principal.
Consequences will include: community service within the school, suspension, exclusion and/or police as decided by the Principal.

Staff responsible:
Site Leadership Team, Principal.



Further Information Websites and Phone Numbers:

- Bullying No Way! - <https://bullyingnoway.gov.au>
- Office of the eSafety Commissioner - <https://www.esafety.gov.au>
- Australian Communication and Media Authority's advice for parents - www.cybersmart.gov.au
- Children, Youth and Women's Health Services www.cywhs.sa.gov.au - Information for parents and young people Parent Helpline: 1300 364 100 - Youth Healthline: 1300 131 719
- Kids Helpline: 1800 551 800
- Youth Beyond Blue www.youthbeyondblue.com
- Reach Out <http://au.reachout.com/>
- Parenting SA Parent Easy Guides www.parenting.sa.gov.au
- 13YARN – 13 92 76
- Headspace - headspace National Youth Mental Health Foundation (<https://headspace.org.au/>)
- Local GP



LEVEL	BEHAVIOUR	EXAMPLE		SUGESTED STRATEGIES		SUGESTED ACTIONS	STAFF ACTION
Level 1 Low level disruptive behaviours.	Behaviour represents expected responses to challenges and is infrequent, transient or minor. Behaviour responds to classroom strategies.	<ul style="list-style-type: none"> ➤ Talking ➤ Out of seat ➤ Off Task ➤ Uncooperative ➤ Distracting others ➤ Missing class time ➤ Lateness ➤ Inappropriate language ➤ Out of bounds ➤ Pushing, wrestling or rough play. ➤ Class rules not followed 	<ul style="list-style-type: none"> ➤ Not following instructions ➤ Lack of organisation ➤ Non completion of class/ homework tasks ➤ Littering ➤ Misuse of property 	<u>Behavioural Issues</u> <ul style="list-style-type: none"> ➤ Class ready to learn plan ➤ Remind student of class rules ➤ Have clear expectations ➤ Meet individually with student ➤ Reinforce and celebrate positive behaviour ➤ Tactically ignore where appropriate ➤ Address the behaviour-not the student ➤ Redirect behaviour: don't argue 	<ul style="list-style-type: none"> ➤ Move the student/change seating position ➤ Provide examples of positive behaviour ➤ Remind students of strengths ➤ Community service ➤ Brain Break ➤ Interception <u>Academic Issues</u> <ul style="list-style-type: none"> ➤ Remind student of class expectations ➤ Negotiate revised learning task/due date ➤ Follow up on missed learning 	<ul style="list-style-type: none"> ➤ Note in the diary or conversation with parent to discuss issue ➤ Conversation with student ➤ If in NIT lesson, inform class teacher ➤ Classroom timeout ➤ Logical consequences. Eg. make up lost learning time in breaks 	REMINDE & REDIRECT Teacher managed
Level 2 Repeated, sustained level 1 behaviours	Behaviour indicates that the student is experiencing challenges that are difficult for them to manage on their own. Behaviour is problematic due to the severity, frequency, duration or impact.	<ul style="list-style-type: none"> ➤ Continual disruption affecting learning and teaching ➤ Refusal to follow instructions ➤ Unsafe behaviour ➤ Damaging other students or school possessions 	<ul style="list-style-type: none"> ➤ Defiance and disrespect to others ➤ Theft ➤ Cyber Harassment ➤ Bullying/Harassment of students or teachers 	<u>Behavioural Issues</u> <ul style="list-style-type: none"> ➤ Individual Ready to Learn Plan ➤ Communication with parents and students ➤ Provide examples of positive behaviour ➤ Discussion with student identifying behaviours that are unacceptable 	<ul style="list-style-type: none"> ➤ Community service <u>Academic Issues</u> <ul style="list-style-type: none"> ➤ Negotiate learning plan with student ➤ Follow up on missed work 	<ul style="list-style-type: none"> ➤ Time in buddy class with support from peer teacher. ➤ Restorative conversation with student, seek commitment to change behaviour ➤ Initial communication with leadership about sustained inappropriate behaviour ➤ Make contact with parents by phone ➤ Refer to leadership where required ➤ Record incident – Daymap 	REINFORCE Teacher managed with support from buddy class peer teacher.

<p style="text-align: center;">Level 3 Serious continuous and/or extreme level 2 behaviours</p>	<p>Behaviours are a significant barrier preventing the student from learning.</p> <p>Behaviour may be severe, of high frequency and or extended duration and may be unsafe for the student and/or others.</p>	<ul style="list-style-type: none"> ➤ Leaving school grounds without permission ➤ Theft ➤ Threatened violence, including gestures, verbal, physical or written ➤ Sexualised behaviour ➤ Possession of illicit materials 	<ul style="list-style-type: none"> ➤ Serious property destruction ➤ Verbal abuse of a staff member. ➤ Unexplained absence (truancy) from school without parent knowledge ➤ Actual violence towards a student or staff member ➤ Substantial Bullying and Harassment ➤ Cyber Crime 	<ul style="list-style-type: none"> ➤ Refer to leadership ➤ Meet with parents/student and leadership ➤ Use restorative practice to re-enter the student ➤ Behaviour plan implemented ➤ Possible referral to Student Support Services 	<ul style="list-style-type: none"> ➤ Focus Room ➤ Internal / External Suspension ➤ Take Home ➤ Communication with parents ➤ Re-entry meeting with student, teacher and leadership ➤ Record incident on EMS ➤ Behaviour action plan formed, implemented and reviewed ➤ Referral to support services if required ➤ Police attendance 	<p style="text-align: center;">RESTORE</p> <p style="text-align: center;">Teachers, School Leadership</p>
<p style="text-align: center;">Leadership Intervention</p>	<ul style="list-style-type: none"> • If a student chooses to continue with inappropriate behaviour, teachers are expected to state “It is now time to move to the office” or “I’m now calling a leader”. • Leaders will go through a restorative process with students to help them understand how their behaviour impacted others and themselves and what they may need to do to make better choices in the future. • Leadership will investigate and apply consequences as appropriate depending on the nature of the incident. Eg. Take Home etc. Should the student be able to return to class the leader will go with them to the room where they will be required to have a restorative conversation with the teacher. • If this is close to a Lunch or Recess time the student will need to wait at the front office for the teacher to arrive to have the restorative conversation. • Parents will be notified regarding the day/behaviours or why the SBM process has been FAST TRACKED. 					
<p style="text-align: center;">Student Refuses</p>	<p>If a student refuses to go to the Admin area for Leadership Intervention, Take Home procedures may be instigated.</p>					
<p style="text-align: center;">Further Consequences</p>	<p>2 Admin Time Outs in a day may result in a Take Home. 3 Admin Time Outs in 10 days may result in a one-day internal placement. 2 Take Homes in a week may result in an External Suspension. 9 Admin Time Outs in a term may result in an admin determined process, likely result in Suspension and Student Behaviour Contract and Plan. Continued, ongoing or extreme behaviours may result in a School Exclusion Process under section 77 of the Act.</p>					