



BULLYING POLICY

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DEFINITION OF BULLYING

Bullying is repeated and on-going deliberate, targeted behaviour by one or more persons towards another which is intended to cause distress, hurt, injure, threaten, frighten, embarrass, upset or discomfort that person. Bullying has a power imbalance – which means that the person(s) bullying and the person being bullied aren't seen as being 'equal', or the person being bullied would have a hard time standing up for themselves or fighting back. Bullying can happen in person or online. It can be:

- obvious – overt or direct bullying
- hidden – covert or indirect
- online - cyberbullying

WHAT IS NOT BULLYING

The term 'bullying' is often used to describe a negative experience that causes upset for a child. An isolated incident of conflict is not bullying. Conflict is a component of children learning social norms and understanding how to relate to each other. In the younger years particularly, this is age-appropriate behaviour which forms part of their learning milestones.

SUCCESS PRIMARY SCHOOL POLICY STATEMENT

Success Primary School has **zero tolerance** towards bullying. We recognise, value and provide for diversity by building a school community in which all individuals are valued, respected and included. The prevention of bullying is the responsibility of every member of the school community. The school will respond firmly and appropriately to all identified occurrences of bullying.

EXAMPLES OF BULLYING BEHAVIOUR (BUT NOT LIMITED TO)

Physical	Persistent pushing, hitting, pinching, tripping, bumping, kicking, obstructing, confining, stealing, damaging or interfering with personal property.
Verbal	Persistent threats of violence, name-calling, teasing, mocking, taunting, making put-down comments, belittling, insulting, intimidation, racist remarks, shouting at or swearing at.
Covert bullying	Persistent lying about someone, spreading rumours, mimicking, playing nasty jokes to humiliate, deliberately excluding someone, damaging someone's social reputation, following someone, whispering/laughing in a group and looking at the person being bullied or producing offensive graffiti about a person.
Cyber bullying	Sharing or producing online messages/pictures/emojis/video footage e.g. through harassing e-mails, SMS, cyber messages, social media, taking or using/altering photographs without permission. Revealing private information, exclusion from online groups, spreading rumours or lies, or creating fake profiles to harass or discredit someone.
Social/ Psychological	Persistent episodes of exclusion from activities, ignoring or threatening looks. Eye-rolling, intimidation, manipulation, coercion or stalking (online or in-person).
Discriminatory Bullying	Bullying based on protected characteristics – race, cultural background, religion, gender identity or expression, sexual orientation, disability or special needs, appearance or body image, socioeconomic status.
Sexual Bullying	Unwanted sexual comments, jokes, noises or gestures.

RESPONDING TO BULLYING

We respond to reported incidences of bullying by:

- Listening and talking to the person who is being bullied and to the person/s doing the bullying.
- Dealing with the bystanders – a bystander is a student who is aware of the bullying and is present at the time but doesn't help the victim or speak out against it. **They may be considered partly accountable if their presence is seen as encouraging the bullying.**
- Putting consequences in place for the person/s who has/have been bullying others and any bystanders. These may include:
 - loss of good standing/points
 - contact with parents
 - possible suspension and/or withdrawal from class or school events and restorative practices.
 - In extreme cases, it may involve the police and other agencies as necessary.
- Strongly discouraging retaliation – verbal or physical. Retaliation may lead to consequences.
- On-going bullying will escalate consequences.

These steps may vary depending on the circumstances and may include safety planning – each person and incident is different.

PROACTIVE STRATEGIES EMPLOYED BY SUCCESS PRIMARY SCHOOL

Our school currently has several programs and practices we have established to promote a caring and supportive environment. These should ensure that bullying and violence are minimised. These include:

- Tiered response to intervention – Mental Health and Engagement.
- Positive Behaviour Support (PBS) which includes discussing appropriate standards of behaviour and school rules with all students through our whole school approach – STARS expectations, school mascots, fortnightly Respectful Messages, fortnightly STARS Expectations with Respectful Messages embedded in assemblies, and faction and whole school celebrations.
- Years 1-6 Good Standing Policy.
- Restorative approach to mediation.
- Playground supervision – Duty staff members are easily identifiable (with fluoro vests) and are constantly moving, scanning using 'with-it-ness' and positively interacting as they move through the playground duty areas.
- Classroom Management Strategies (CMS) embedded into each classroom/lesson. Staff are regularly trained in CMS, and these approaches are reviewed regularly and embedded in our bi-annual observation cycle for feedback and ongoing whole school improvement.
- Use of a social skills and regulation programs (Aussie Optimism and Zones of Regulation), as needed; to develop resilience and empathy towards others as well as an awareness of students' own and others' emotions. Our Size of the Problem poster is regularly referred to by our staff and during assemblies and our students are reminded regularly that if a problem is a 'Medium Problem' or yellow measure they need to seek adult support.
- Curriculum-based Health lessons incorporating showing respect, empathy and role-playing different scenarios which consider differing points of view.
- Specific bystander, bullying lessons for students and in-school activities related to bullying.
- Regular principal and deputy principal classroom check-ins.

DOBBING VS. TELLING (UNDERSTANDING THE SIZE OF THE PROBLEM)

It's important to understand the difference between *dobbing* (or *snitching*) and *telling*. Dobbing is when someone reports a **tiny or small problem**—like a one-off minor annoyance or rule-breaking—not to keep people safe, but to get someone into trouble. Telling is when someone reports a **medium or big problem**, such as bullying, unsafe behaviour, or something that could hurt someone emotionally or physically.

At our school, we encourage telling, especially when the problem is too big for a student to handle alone. When a **medium problem** arises—like repeated unkindness or exclusion—students are encouraged to report it and get help from an adult. Everyone deserves to feel safe and supported, and asking for help is a strong and responsible choice.

WHAT TO DO IF YOU ARE BEING BULLIED

- Report bullying as soon as possible. Do not ignore it as it may escalate.
- Read the WA Department of Education parent information sheet for signs of bullying and how to support your child:
<https://www.education.wa.edu.au/bullying>

HOW TO REPORT BULLYING

- The first point of contact is always your classroom teacher. This can be done verbally or via their email.
- Email the Success Primary School email address: success.ps@education.wa.edu.au

CONFIDENTIALITY

- Privacy and confidentiality will be maintained for the reporter of the bullying and those involved in the investigation.

THE BOUNDS OF THE POLICY

School grounds	School grounds are the primary focus for this policy, and consist of facilities, buildings, play areas and classrooms of Success Primary School located at 390 Wentworth Parade, Success WA 6164.
School related events	On a scheduled school attendance day at or in connection with a school event which may or not be on the school grounds.

HOW PARENTS CAN HELP

Parents play a vital role in supporting their child and the school in preventing and addressing bullying. You can help by:

Understanding	Understanding what bullying is and talking about what it looks like with your child.
Reporting	Encouraging and supporting your child to report any incidents of bullying to a trusted adult at school. We cannot support your child beyond our proactive strategies if we do not know there is a problem.
Monitoring	Monitoring your child's use of technology , including social media and mobile phones.
Partnership	Working in partnership with school staff and trusting that they will address bullying professionally and promptly.
Supporting	Supporting the school's anti-bullying plan and helping your child build resilience and positive attitudes.

HELPFUL RESOURCES

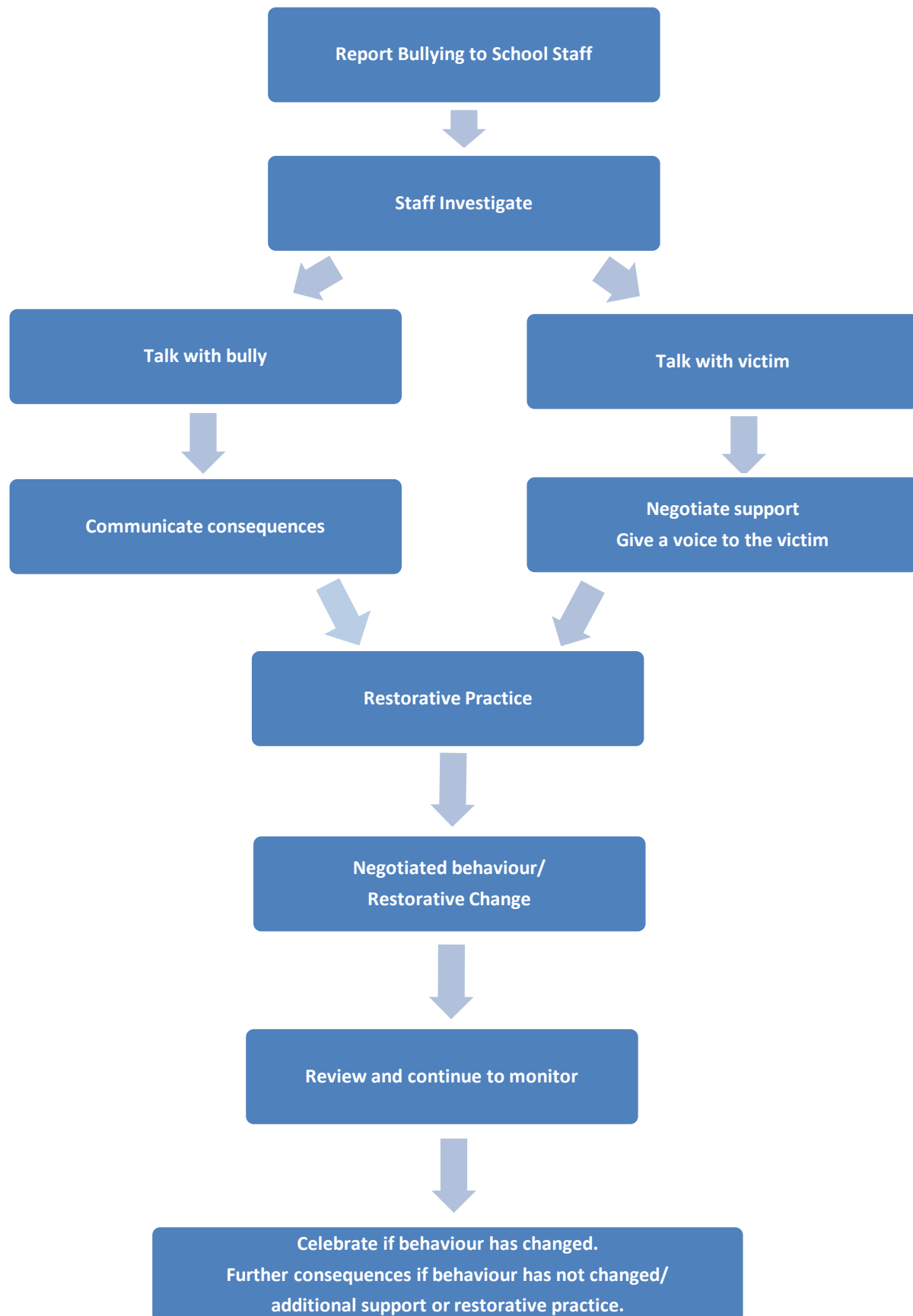
If your child is being or has been bullied, consider these resources to support your child at home:

- Kids Helpline – 1800 551 800 Website: <https://kidshelpline.com.au/>
- Bullying No Way – <https://bullyingnoway.gov.au/>
- Dolly's Dream Support line – 0488 881 033 Website: <https://www.dollysdream.org.au/>
- E-Safety Commission – <https://www.esafety.gov.au/parents>

If your child is the bully, consider these resources to support your child at home:

- Kids Helpline – 1800 551 800 Website: <https://kidshelpline.com.au/>
- Child Mind Institute – <https://childmind.org/article/what-to-do-if-your-child-is-bullying/>
- Stomp Out Bullying – <https://www.stompoutbullying.org/what-do-if-your-child-bully>
- Raising Children – <https://raisingchildren.net.au/school-age/behaviour/bullying/your-child-bullying>

BULLYING INCIDENT PLAN



DOCUMENT HISTORY		
DATE	REV	APPROVED
4 June 2025	2.0	Deputy Principal
12 August 2019	1.0	Principal
<p>Success Primary School 390 Wentworth Parade SUCCESS WA 6164 Ph 08 6174 2600 success.ps@education.wa.edu.au www.successprimary.wa.edu.au</p>		