take a walk on the Child Side Playgroup and School

CHILD SIDE PLAYGROUP AND SCHOOL FOLLOWS CHILD PROTECTION AND PROTECTIVE BEHAVIOUR PROCESSES. WE COLLECTIVELY SUPPORT A HEALTHY PSYCHOSOCIAL TEACHING AND LEARNING ENVIRONMENT.

Anti-Bullying Behaviour Policy

Introduction

As a school Child Side is committed to working with the School Community to resolve and eliminate any bullying Behaviour at School while recognising that Bullying (and the associated victimisation) behaviours are complex to identify and resolve. This policy requires a collective investment from all within the community. This policy is part of our health and well-being policy bundle.

Scope and Application

This policy applies to all employees, parents, children, volunteers and community members of Child Side School. This policy will be reviewed and amended in accordance with Child Side School Policy on Policies and Policy Guidelines and Procedures Contents Schedule.

The use of the word child/children in this policy refers to students in the context of the school environment.

Related Legislation/Guidelines

- Duty of Care
- School Education Act 1999 (WA)
- School Education Regulations 2000 (WA)
- School Registration Standards
- Racial Discrimination Act 1975
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Human Rights & Equal Opportunity Commission Act 1986
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Equal Opportunity Act 1984 (WA)
- Occupational Safety and Health Act 1984 (WA)
- Work Health & Safety Act 2020
- State Records Act 2000 (WA)
- Privacy Act 1988
- Australian Framework for Generative AI in Schools
- Bullying No Way
- Keeping Safe: Child Protection Curriculum
- Education ESafety Commissioner Resources

Related Policies/Documents

- Anti-Discrimination and Harassment Policy
- Child Protection Policy
- Code of Conduct – ECC and MCC (K-6)
- Code of Conduct – YAC (7-10)
- Code of Conduct – Parent/Guardian
- Code of Conduct - Staff
- Child Seeking Solutions and Feedback Policy
- Child Safe and Friendly Organisation Framework
- Critical Incident and Crisis Management
- General Duty of Care Policy
- Concerns, Complaints and Disputes Policy
- Diverse Needs Policy

- Guiding Children's Behaviour Policy
- Intercultural Understanding Policy
- Internet and Electronic Devices Policy
- Risk Management Policy and Risk Management Register
- Volunteers Policy
- Workplace Health and Safety Policy
- Workplace Learning Policy
- Child Side Competency Curriculum Interdisciplinary Fusion Framework Intent Document
- Child Side Curriculum Map
- Privacy Policy
- Generative AI Policy

Policy Statement

Child side School does not tolerate bullying behaviour and offers a trauma-informed, relationship focused, supportive, nurturing, and holistic approach to its treatment. This approach helps us to understand the cause of children's behaviours, support and teach the skills required, leading to emotional growth and positive behaviour. Child Side School explicitly forbids the use of any form of Child Abuse, Corporal Punishment or other degrading punishment. Please see below for a description of these terms, as defined in the Guide:
Child abuse: Four forms of child abuse are covered by WA law:

1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2) Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
    a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
    b) the child has less power than another person involved in the behaviour; or
    c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3) Emotional abuse includes:
    a) psychological abuse; and
    b) being exposed to an act of family and domestic violence.
4) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
    a) adequate care for the child; or
    b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment:
Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm: from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.

Degrading punishment: Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child (from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

What is bullying behaviour?

The nationally agreed definition of bullying that all Australian schools use is :

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical 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. (Australian Government 2021)

Elements of Bullying

There are three main elements that separate bullying from one-off incidents or other types of conflict.

- Bullying involves a real or perceived (felt) imbalance of power between the person being bullied and the person bullying them.
- Bullying happens repeatedly or could potentially be repeated (like with online behaviour).
- Bullying consists of intentional acts that are aggressive, negative or harmful towards another.

1. Power Imbalance**:** Bullying involves an imbalance of power between the child who is bullying and the child being bullied. This power imbalance can be social status, age, physicality or someone being seen as 'different', for example. It can be real or feel real to the child being bullied. Because of this power imbalance, children who are bullied are often unable to defend themselves effectively.
2. Repetition: Bullying occurs repeatedly over a period of time, meaning it is both *ongoing* and *repeated*. Using threats to imply that the bullying will happen again also counts as repetition because these threats create fear and distress in the person being targeted. In online or cyberbullying, repetition isn't just about how often something happens. It is also about the *potential* for it to be repeated and how this affects the young person who is targeted. They might reasonably worry that a post or message could be shared and keep spreading online. Something hurtful that is shared online (like an image, post, comment or video) can be seen by many more people than a face-to-face bullying incident. Additionally, others can share it, which means the incident can keep going, potentially forever.
3. Intentional Harm: To meet the definition of bullying, the behaviour must also be intentional and harmful. This means the bullying child (or children) intends for it to hurt or harm the person (or people) they target. This harm can be physical, social or psychological, or a combination of these.

Bullying can take many forms but can be best categorised under the following headings:

Emotional bullying can be:

- being excluded from group conversations and activities;
- making up or spreading rumours to facilitate dislike for someone;
- being ignored repeatedly;
- purposeful misleading or being lied to;
- making stories up to get others into trouble.

Physical bullying can be:

- hitting, kicking, pinching, pushing, bumping, shoving, scratching, slapping, biting, punching or tripping someone repeatedly;
- unwanted physical or sexual touching;
- throwing objects with the intent to injure or annoy.

Threatening/Psychological bullying includes:

- stalking, threats or implied threats;
- dirty looks;
- manipulation – pressuring others to do things they don't want to do;
- intimidation – forcing students to do demeaning or embarrassing acts;
- extortion – forcing someone to give you money or material items.

Verbal bullying could be:

- constant teasing in a sarcastic and offensive manner;
- name-calling and offensive nicknames;
- swearing to unsettle or upset others;
- homophobic comments to cause distress;

- racist or sexist comments.

Property Abuse can be:

- stealing money repeatedly;
- interfering with someone's belongings;
- damaging other personal items;
- repeatedly hiding someone's possessions.

Cyber bullying includes:

- spreading online gossip and rumours;
- sending offensive, hurtful or abusive messages;
- Sharing embarrassing photos or videos
- posting personal information online without permission to cause distress and humiliate;
- excluding someone from online groups or chats;
- creating fake accounts to impersonate or harass
- tricking someone into believing you are someone else

Cyberbullying can be particularly harmful because it:

- can occur anytime and anywhere, following the child into their home
- may be public and persistent, with content shared widely and repeatedly
- can affect a child's digital footprint, reputation, and emotional wellbeing.

Other forms of conflict, including teasing and fighting amongst peers are not necessarily bullying. These may represent the normal dynamics of a particular friendship and children need to have the skills, and are taught and provided the opportunity to deal with these situations. Conflict between students of roughly equal physical strength and/or social status requires implementation of the school's 'guiding children's behaviour' policy. (refer to 'How we respond to Bullying/Victimisation Behaviours and Attitudes' in next section)

Maggie Dent (author, educator and parenting & resilience specialist) whom we are aligned with states that 'Children have always had moments when the choices they make when interacting with other children are unkind and hurtful. The odd shove, bite or name calling incident is how children learn how to make better social decisions with careful guidance by adults. It shows that emotional competence to manage impulses, delay gratification, manage emotions and develop empathy take time to grow. This is normal childhood nastiness and is different from bullying where there is a deliberate intent to hurt another by using an unacceptable use of power and it is often repeated.'

The school culture supports adults and children in recognising these long-term behaviours and attitudes and seeing them as inappropriate choices that will significantly affect the wellbeing of individuals and groups.

Recognising the effects of Bullying:

Each child affected by bullying whether as a target, bystander, or someone engaging in bullying behaviour may respond differently. Changes in behaviour, mood, or engagement can occur for a variety of reasons, and not all signs necessarily indicate bullying. However, staff and families are often well placed to notice shifts that may signal distress, particularly when they know the child well.
Much bullying, including cyber bullying, occurs out of sight of adults. Therefore, it is important for staff, parents, and carers to remain observant and responsive to behavioural changes.

For educators

Signs that may indicate that a child is experiencing bullying include:

- Appearing upset, withdrawn, angry or anxious
- Experiencing conflict with peers
- Sitting alone during class or breaks
- Avoiding discussion about what's wrong

- Withdrawing from children or activities they previously enjoyed
- Sudden drop in academic performance

For Parents and Carers

Signs that may be observed at home include:

- Reluctance or refusal to attend school or participate in school activities
- Changing their route or method of travel to school
- Decline in academic performance
- Changes in sleep or eating patterns
- Frequent tears. Mood swings, or anger
- Taking money from home without explanation
- Unexpected bruises, scratches, or injuries
- Damaged or missing belongings
- Arriving home unusually hungry

Signs of Possible Cyberbullying

- Hesitation or anxiety about going online
- Nervousness when receiving notifications or messages
- Visible distress after using a device, or sudden avoidance of it
- Hiding screens or devices when others are nearby
- Spending unusually long hours online
- Receiving suspicious messages, calls or packages

How we respond to bullying/victimisation behaviours and attitudes.

At Child Side School we see the attitudes behind these repeated behaviours as being the starting points to begin to see how, why, what… The personal histories of the individuals/groups often give insights into the attitudes and choices of behaviours and the resulting consequences. We try and raise awareness about these attitudes, behaviours, choices, consequences and discuss options and alternatives again and again.

We engage in using the habits of mind (Deborah Meier's "The Power Of Their Ideas…") asking those involved for their personal body of 'evidence' (their emotions, reasons why, previous experiences…), multiple perspectives (to jump into another's 'skin'.), to project "What if…? Or Supposing that..?" (conjecturing other possibilities), finding patterns and relationships between behaviours/attitudes/choices… and asking what does it all matter and to whom? We offer a range of strategies to try and raise awareness of what is happening and why and how we respond has an impact on the long-term outcomes. We revisit these again and again and again.

Our 'Guiding Children's Behaviour' and 'Code of Conduct' policies are followed to prevent bullying behaviours and promote positive behaviours.

Ways to guide children's behaviour (from Guiding Children's Behaviour Policy):

1. Build strong, reciprocal relationships with children and staff in a collegiate culture where working with children **well** is the priority. Build knowledge of children, childhood phases and purposes, and of each child in order to engage with **Caring For Children**, which is one of our 3 pillars of our school and playgroup.

2. Provide an appropriate, inspiring, safe (emotionally and physically) environment and cluster kinship 'culture', with physical places that reflect children rights, such as their right to individuality, and responsibility to communicate own needs. Provide interesting places, experiences and open-ended materials that will keep children creatively, constructively and gainfully occupied. Use distraction and redirection as a short-term strategy to deflect and de-escalate until appropriate time, place and leadership support can be accessed.
3. Build and use Personal Competencies: Expect and support adults and children to accept that they themselves and others have a right to disagree or question, without personal offence to anyone else, taking ownership of their views and lived experiences and opinions. Encourage and support adults and children to view differences and diversity as interesting and enriching. Find ways to view

and re-frame 'negative' emotions and behaviours as pathways to deeper understandings about oneself and others (self-knowledge and self-advocacy). Encourage and support adults and children to acknowledge and accept the emotions and validate them, but to distinguish between accepting the emotion but not the unacceptable behaviour. Support children in continuing to develop social and emotional awareness to build a library of readily accessible **pro-social** behaviours focusing on common goals and the common good, through **Caring For Community** within their personal capacity. Pro-social behaviour is doing something to benefit, help or care for someone else because you believe other people's feelings and experiences are important too.

4. Encourage and support developmentally appropriate strategies for children and adults to develop for personal and group accountability within an emotionally safe/brave 'culture' that accepts that conflict, personal challenges and change as inevitable parts of life that can help lead to deeper understanding and growth. Examples of these are:
    - de-escalation language and strategies engaged by staff,
    - re-framing behaviours, responses, tasks to increase understanding and see another perspective (especially in adolescence or with neurodiversity), build tolerance, grit and Systems Thinking
    - checking in if children's needs are being met and their capacity and confidence matches the tasks and processes required,
    - individual and regular group meetings,
    - shape of day design to purposefully identify and communicate the positive consequences of character strengths (Character Lab- Angela Duckworth)
    - reflection to see if an adult or another child has violated another's rights or neglected their responsibilities,
    - allow reasonable time to deal with these issues and procedures,
    - explain and re-iterate frequently that there is no 'magic' or capacity for others to be 'fixed'
    - proactive rather than reactive solutions, acknowledge Critical Thinking (problem seeking) and Creative Thinking (problem-solving) as part of any process, shape of day, interaction…
    - appropriate language for negotiation and self-expression,
    - short term, immediate 're-set time' away (in a designated space) from group/context will be used as giving oneself or another 'personal reflection and calming down time' rather than as a negative punishment/removal,
    - explicit teaching and modelling of age/context appropriate resolutions, strategies aligned with Competency Curriculum

5. We are aware that while we see children as having competencies, we also see them as being emotionally and socially complex and vulnerable, especially in their digital worlds and as they change and grow through the childhood phases, getting to accept their changing bodies, mindsets and capacities and navigating any changed circumstances and expectations from/of them. We listen carefully and observe, act as a guide and a 'filter' (especially in terms of world events, the powerful influence of the media and marketing on young children, any significant family events, trauma (including environmental and eco-grief and anxiety) and the impact of taking their cues and responses from or through other 'just as vulnerable' children and/or on-line sources, dis/misinformation, social media, influencers...

6. We recognise that unmet needs, states and traits (and invisible catalysts such as social media, on-line bullying, information overload around world events and natural disasters) can be a major driver for inappropriate behaviour in children – and that helping them to understand what need is unmet is unbelievably important for later life. This is where children learn the difference between assertiveness, passivity and aggression. (Maggie Dent) Building self-knowledge and then Communication and Technical competencies around advocacy and self-adaptability and adjustments, learning how to recognise sources of stress… enable children as well as protect them. We recognise, teach and communicate that well-being is in the hands of everyone, including children, everyday!

7. Understanding Student Behaviour: AISWA Behaviour Management excerpt
Human behaviour is generally accepted to be a complex phenomenon. The science of human behaviour has informed positive behavioural support practices that place the emphasis on

teaching social and behavioural skills rather than punitive and exclusionary policies. The following behavioural principles or assumptions may be helpful in understanding behavioural challenges:

- Behaviour is **learned** – responses to behaviour in a student's environment and the modelling of significant others all serve to reinforce the learning of specific behaviours.
- Behaviour is **purposeful** and **communicates** needs in a social environment – understanding the function of the behaviour and the unmet needs provides valuable information to inform support and therapeutic intervention plans.
- Behaviour can be **taught** and **changed** - when viewed as a skill-deficit, the lagging or yet to be developed skills can be identified and then provide a focus for support (e.g. emotional regulation skills, coping skills, problem-solving skills, communication skills …)

Additional individual, environmental and situational factors may also contribute to specific behavioural challenges. Factors such as the following (not exhaustive) may need to be considered when planning appropriate support: identified disability, specific learning needs or strengths, difficulty at home, safety concerns resulting from trauma, mental health difficulties, and disengagement from learning. When the various areas of need are fully understood, it is more likely that effective supports can be planned and implemented.

8. We will endeavour to follow this process:
Conflict Resolution
    - Calmly ensure immediate mental and physical safety of individuals, self, bystanders
    - Make suitable and appropriate time, place and space to engage in process. Prioritise if high or disproportionate emotions or impact on individual, others, cluster, shape of day
    - Listen actively to all concerned, even if adult has been a direct witness
    - Reflect back to child/group/family within context and within children's perspectives
    - Consider individual and collective perspectives
    - Share educator/adult perspective
    - Respond to all issues using No Blame, No Shame language and reframing in terms of Austin's Butterfly Gallery critique process giving kind, specific and helpful feedback to move forwards… 'next time…' (Remember that sometimes all children need is to be heard and understood as individuals)
    - Consider reasonable and achievable **natural** and/or **logical** consequences- indicating support through intervention from adults expressing care
    - Agree on actions using constructive specific language and timelines, focus on building and using Social and Relationship Competencies, actions framed around what to do (expected and desirable actions and behaviours) rather than rules or what not to do (record actions in floor book, personal agreement, on LTD record sheet…)
    - On-going observations and support check-ins
    - Inform leadership if on-going, is visibly distressing to anyone (even bystanders or self), feels unresolved at any point in time (could lead to bullying), concerns protective behaviours, happens on-line digitally, has longer term ramifications, if responses are disproportionate to events and context, requires whole staff or cluster/school debriefing and/or upskilling, to help build collegiate process and model effective strategies
    - Share with families, as determined by context (most conflict is an inevitable daily part of human interaction in group settings, at home, school etc…). Share with families of neurodiverse children - may be frequently required to help frame the context and responses for families in order for them to support their neurodiverse child at home. Neurodiversity in adults will also need to be considered as this has potentially a significant impact on the process, outcome and possibly on the relationships (even between families and staff)
    - Record if appropriate (Child Side Reflection Sheet, floorbook, agreement book, LTD record sheet) using no blame language. Concerning behaviours or incidences where others have been hurt are recorded as an incident in the uEducateUS platform so that any patterns of behaviour can be identified and monitored. Privacy protocols for documenting and reporting incidents is in line with our Privacy policy and balances the need for transparency with our legal obligation to protect privacy of children involved.
    - Follow up whole cluster, individuals, families, staff if required (with leadership engagement)

- Focus on well-being and healing if significant to anyone (even if others feel it has been resolved)

Natural Consequences: include both actions, re-actions and responses that inevitably result from certain anti-social, undesirable, disruptive or avoidance behaviours if no-one intervenes. Used judiciously, and making children aware in developmentally appropriate ways of these natural consequences can help children take responsibility for what they do, say or don't do or say. For learning to take place understandings HAVE to be mediated by adults for children to really process their responsibility in the chain of events. What to do differently the next time is the next step to motivate a change of behaviour after experiencing natural consequences.

Logical consequences: show children the rational result of their undesirable behaviours. Such results are unappealing to children and thereby guide children to adopt desirable behaviours. An essential characteristic of logical consequences is that the result is directly linked to undesirable behaviour. Another characteristic of logical consequences is that though they occur as a result of a child's actions, they are carried out by the adult as a follow-up. Unlike natural consequences, therefore, logical consequences bear the imprint of adult intervention. This adult intervention and calm, rational, constructive communication reduces the potential of/for harm (including of reputations with others and harm of own confidence in self), helping protect and then enable children (including by-standers). Even though adults have the final say and follow through with logical consequences, children should have some sense of agency in the process, even if it is their choice how to emotionally respond or choose between two appropriate consequences. Adolescence, neurodiversity and young children will require adults to check in with the 'take-away' message and intent of applying logical consequences to ensure alignment between understanding and action. Logical consequences are always framed as adults 'Expressing Care' in the relationship (Search institute) in response to applying Beautiful Boundaries (Maggie Dent).

In extreme cases staff will assess the risk and immediate physical or emotional danger to the child in question, others and oneself and take the appropriate action to minimize short term and long-term harm to all involved. Recording and follow-up will be essential and families and other agencies interested in the wellbeing of the child may be involved. For serious behavioural breaches that significantly affect other children and adults in the room, as well as impacting on that child's learning and relationships to others, a further procedure will need to be devised and followed with the educator, child, family and other agencies involved as partners in supporting that child within the classroom context. The effect upon other children and adults in the room will be considered. Any Incidents of a serious nature and classified as a Critical Incident will be recorded as a critical incident and reported to DoE within 48 hours. (Refer to Challenging Behaviours Management Plan in Guiding Children's Behaviour Policy).

In extreme cases the school will endeavour to find outside support in the form of school psychologist services or other appropriate services.

Parents, educators, all staff and children need to be aware about what bullying and victimisation is and to look at themselves to see how they respond to these repeated situations. We need to all recognise that we are dealing with unacceptable behaviours and attitudes rather than targeting the person as being unacceptable. Self-awareness and self-talk and looking behind the scenes and towards future scenes are essential to try and change attitudes and patterns of behaviour. This needs to happen at the time of a particular situation and in many other proactive situations when emotions are not heightened. There needs to be a realisation that bullying and victimisation are complex issues with substantial personal histories behind them.

We do not see reduction of these behaviours and attitudes as a simple matter or by adopting a single 'programme". We see our approach as being embedded in the whole school culture and focuses on prevention and teaching appropriate behaviours and responses to behaviours and being multi-faceted in all that is said, done and expected. We see our school philosophy and culture as one that promotes diversity and accepts differences and similarities rather than promoting competitiveness that puts another down or excludes them for no reason. Personal challenges and co-operative behaviours are modelled, discussed and encouraged. It is widely recognised in literature and research on bullying that programs that address social and emotional learning are significant in preventing bullying, particularly as a universal approach to teach emotional regulation, empathy and appropriate social skills. Social skills are explicitly taught at Child Side and is included in the Child Side Competency Curriculum

Interdisciplinary Fusion Framework Intent Document and the Child Side Curriculum Map which guides all teaching and learning. We have also adopted the 'Keeping Safe' Protective Behaviours Curriculum which is included in the Child Side Competency Curriculum Interdisciplinary Fusion Framework Intent Document and the Child Side Curriculum Map and explicitly taught across the whole school. Welcoming and inclusive attitudes and behaviours are constantly promoted. Words and actions are seen as something that people have control over and that choices can be made whether they are used as tools to help or weapons to harm. Emotions are acknowledged and respected, even if the behaviours are unacceptable. Any person displaying bullying or victimisation behaviours/attitudes are given opportunities to be heard from their 'skin' and are encouraged to be reflective and find their own strategies and consequences (if and when appropriate). Restorative Justice processes are used by the Educators with children. We do not wish children or adults to feel disempowered and rely on other adults (governments, agencies, schools, 'experts'…) to solve their issues, without first looking inside themselves. However, we acknowledge that children, their families and staff should feel supported and understood and that school should be an emotionally and physically safe environment for everyone!

We have consciously thought about building and playground design to reduce bullying behaviour and promote wellbeing. The school environment has been designed to maximise visibility, optimise comfort and improve social- emotional competencies. Some of these design features include:

- Eliminating 'Hot Spots' which may have provided more opportunity for bullying to occur due to poor visibility. As a result, toilets are located inside each classroom rather that in external toilet blocks and this consideration will be made in any future building undertaken.
- Incorporating windows overlooking outdoor spaces in buildings
- Including glass doors and glass viewing panels in solids doors
- Ensuring that indoor and outdoor spaces contain adequate lighting including sensor lighting to detect motion
- Windows are cleared of visual obstructions including posters etc
- Trees and vegetation are maintained for visibility
- Remain small by design eliminating the need for lining up, queuing and staggering breaks to reduce crowd control
- Provision of resourcing and equipment (resource rich) to counteract boredom during downtime in the shape of the day
- Provision of diverse learning spaces to reflect the differing interests and needs of children
- Provision of diverse seating, equipment and activities that enable positive peer interactions
- Staff are encouraged to interact and engage with children during morning tea and lunch times to build trust and rapport
- Provision of moveable furniture and equipment in outdoor and indoor spaces to encourage peer interaction
- Our curriculum participation strategy includes 'interactions with' other children – peers
- Quiet spaces for reflection and quiet time have been created within the school with the children eg sensory garden & bird and butterfly garden
- Similar colours and materials have been used throughout the school environment to foster a sense of identity and community

We do not wish for bullying and victimisation behaviours and attitudes to go underground because of a perceived attitude of children that these behaviours are okay as long as adults don't see them. We will not put aside these issues because they are too hard to deal with. We intend for our school to remain small and personal so that we can remain involved in children's lives.

Receiving reports of bullying from parents, carers or children

When parents, carers or children report any bullying concerns, school leadership and staff will ask to have a conversation with the parent, carer, child and children involved as soon as is possible (within 48 hours)to gather as much information (pieces of the puzzle) as possible in order to support the children involved, investigate and come up with solutions together. When receiving a report staff will:

- Find a quiet space to talk without distractions eg reset room in MAG
- Listen first: let the person share their story/information (pieces of the puzzle) using gentle prompts to show that they are being listened to.
- Clarify key details: - where, when and how did the bullying occur?
  -what was said or written?
  -was there any physical harm?
  -Who was present?

-Have they spoken to anyone else about what has happened?
-If online, do they have any evidence? (for example screenshots, messages)
-Is it a one-time conflict or a pattern of bullying?

- Take notes using Learning Team Debrief (LTD) form (these records will be stored in digital student files in line with our Privacy and Records and Retention Policies)
- Come up with an agreed action plan to further investigate if required, ensure safety, come up with solutions and provide learning opportunities for children involved and possibly whole cluster, provide opportunities for further check ins and reviews with children and parents/carers. All cluster staff will be made aware of the situation to enable ongoing monitoring and support to occur until the situation is resolved.

Communication and updates

The school regularly communicates and provides information to parents, children, employees and volunteers, based on the National Child Safe Organisation key principles including; Processes to respond to complaints and concerns which are child focused and implementation of the principles is regularly reviewed and improved.

This information is contained in the Child Side School Child Safe Organisation Framework, various policies available on the school website, and brochures provided to parents, staff and volunteers at the time of engagement and regularly communicated via the uEducateUs app. All of these principles are woven into the curriculum, the Shape of the term, week, day and through processes detailed in the document.

Ongoing reflection and review

Staff engage in ongoing reflection, dialogue, reviewing of incidents and participation in professional learning in regard to Guiding Children's Behaviours and the school's bullying prevention policy to promote understanding and identify patterns and areas of need and focus. Feedback from children, families and staff together with data collected through floor books, shared agreements, recorded incidents in uEducateUs, risk assessments lead to updates and formation or new strategies where needed.

Policy Review

All policies are reviewed and amended in accordance with the *CSS Policy on Policies* and the *CSS Policy, Guidelines, Procedures and Frameworks Register.*

This policy and associated guidelines will be reviewed every two years; provided that an earlier review is undertaken whenever a matter or other information becomes evident regardless of indicators or not, there has been a policy or procedural failure.

Version Management

VERSION	DATE REVIEWED	DATE RATIFIED	CHANGES MADE	AUTHOR OF CHANGES	NEXT REVIEW DATE
1	June 2011	March 2012		LO	
2	April 2014	7/05/2014	Reviewed no changes made	KM	
3	May 2016	15/06/2016	Inclusion of 48hour critical incident reporting period	KM	
4	Sept 2018	28/11/2018	Update to current policy format including related policies and links to other school processes and documents. Adding more research based content.	LF & KM	Term 3 - 2021
5	Dec 2022	1/3/2023	Updated scope, added new and revised policies to Related Policies/ Documents. Paragraph titled Communication and updates paragraph added making reference to Child Safe and Friendly organisation framework	LF	Term 4 - 2025
6	Sept 2026	04/11/2026	Reviewed this policy against The National Framework for addressing Bullying in Australian Schools and the latest AISWA policy guidelines.	KM	Term 4 2027