



CAMPS BAY
PRIMARY SCHOOL

BULLYING POLICY

Dealing with Bullying at Camps Bay Primary

Bullying is prevalent in every school and takes place in a variety of ways. It can be a highly destructive practice which is why our school has chosen to deal with it separately allowing the response of our school to be clearly understood.

Definition:

- Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social 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 of conflict, or fights between children, whether in person or online, are not necessarily representative of bullying.

The 3 main features of bullying are:

- The misuse of power in a relationship.
- It is ongoing and repeated.
- It involves behaviours that can cause harm.

There are 4 main types of bullying behaviour:

- **Physical** – examples include: hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence or taking of belongings.
- **Verbal/written** – examples include: name-calling or insulting someone about an attribute, quality or personal characteristic
- **Social** (sometimes called relational or emotional bullying) – examples include: deliberately excluding someone, spreading rumours, sharing information that will

have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance

- **Cyberbullying** – any form of bullying behaviour that occurs online or via a mobile device. It can include humiliation, exposure of personal information, threats of violence, as well as images, emojis, videos and/or audio.

Specific Bullying behaviour can include specific forms:

- **Racist bullying:** belittling, mocking, intimidating or shaming someone because of their physical appearance, ethnic background, religious or cultural practices and/or the way they dress or talk.
- **Homophobic and transphobic bullying:** bullying on the basis of sexuality or gender expression. It can include physical violence, cyberbullying, name calling, exclusion, 'jokes' and/or sexual harassment. It is a common experience for young people who are same sex attracted, gender diverse or for those who may not behave according to gender stereotypes.
Many Lesbian, Gay, Bisexual, Trans and gender diverse, Intersex, Queer, Asexual and questioning (LGBTIQA+) students may not feel confident or safe enough to tell anyone about being bullied, especially if they have not disclosed their sexuality or gender identity to friends, family or teachers.

Overt and Covert Bullying

- **Overt bullying** involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting.
- **Covert bullying** can be very difficult for someone outside of the interaction to identify. It can include hand gestures and threatening looks, whispering, excluding or turning your back on a person, restricting where a person can sit and who they can talk with. Social bullying (spreading rumours, manipulation of relationships, excluding, isolating) is often covert bullying.

Harassment

Some behaviours can appear to be bullying but are actually harassment. Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment, disability harassment or racial discrimination.

For instance, sexual harassment is unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.

What is not Bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **Mutual conflict** that involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

- **Single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- **Social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Participant Roles

Everyone has the potential to bully others or be bullied. Individuals can take on various roles in bullying, and play different roles in different contexts.

Participant roles can include someone who:

- engages in bullying behaviour.
- is the target of the bullying behaviour.
- assists the bullying and actively joins in.
- encourages and gives approval to the bullying; they reinforce it through verbal and non-verbal cues such as smiling, laughing or making comments and signal it is acceptable.
- sees or knows about someone being bullied but for a range of reasons is passive and does not participate in the bullying or support the target.
- is an upstander. An upstander supports the student who is being bullied by getting help from a teacher, distracting the students engaged in bullying behaviour, supporting the student who is being bullied or directly intervening. These students play an important protective role for peers who are experiencing bullying, have greater empathetic skills and are often perceived by peers to be positive role models.

Important

A small number of students are both the target of bullying and engage in bullying behaviour. These students are particularly vulnerable and may need additional support and intervention.

It is important to remember that children and young people are still learning and practicing social skills. Everyone has the capacity to change their behaviour but being given a label can make changing much harder.

All adults, including teachers, school staff and parents, can model positive upstander behaviour and intervene if they observe bullying behaviour occurring between students. Standing by and doing nothing, or leaving students to 'sort it out' themselves, sends the message to the whole school community that the bullying behaviour is being condoned.

While any student can be a target for bullies, there are factors that make some students more vulnerable to bullying. These include:

- being different in some way
- being introverted and non-assertive
- having depression or anxiety

- lacking quality friendships at school
- displaying higher levels of emotionality
- exposure to family violence
- having a disability
- having a history of trauma
- belonging to a minority group, where isolation or lack of community support is an issue.

Dealing with Bullying at Camps Bay Primary

1. Once a case of bullying is reported or comes to the attention of a member of staff, it is imperative that it is reported to the principal for prioritizing. Depending on the situation and who is involved, a strategy must be formulated in order to allow the child to talk about what is happening to them. At this point, it is very important that the child understands that nothing will happen without them knowing. (This is done to remove the fear of what may happen if the bully is disciplined) It is also done to give the bullied child some control over a situation that has effectively removed all control from them. This is immediately empowering.
2. It is important during this process to understand exactly what is happening in terms of interactions. It is also important to ask if there is anything that the bullied individual may have done, or be doing, to irritate, offend or cause the bullying.
3. The next step is again aimed at giving the bullied individual control over the situation. A way forward is discussed with them where various scenarios are considered. It will become apparent that the best way to move forward will be to have a facilitated conversation with the bully. This is because in many cases the bully is not aware of the hurt being caused, because the bullied individual hides this. It is also a way of giving the bullied individual an opportunity to take a first step in learning to be more assertive and less of a victim. This would be a preferred option.
4. Option 1
 - a. A facilitated conversation is held with the principal and the two parties. The objective here is for the bullied individual to be able to speak about the impact that the actions of the other have on them. This is normally very empowering for the bullied individual, and normally has a powerful impact on the bully. The bully has an opportunity to respond. This session must be carefully facilitated by the principal. It is intended to empower the bullied individual, while at the same time, ensure that the bully is able to fully realise the consequences of his or her actions.
 - b. A plan is agreed on in order to ensure that the bullying behaviour stops immediately. A date for a check up is agreed so that the progress of the agreement can be monitored.
 - c. It is important to monitor developments with the bullied individual before the meeting to ensure that they are not being threatened or bullied. If this is happening, it is deemed to be a Level 4 transgression and would normally result in a disciplinary hearing.

- d. If the result is positive, and the check up reveals that the behaviour has ceased, it should be made clear to the bullied individual that should any negative behaviour return, it is imperative that a member of staff, preferably the principal is informed, as this again would constitute a Level 4 transgression.

5. Option 2

- a. If the bullied individual is not able to manage the above, an alternative and more direct approach will need to be employed to stop the bullying. Parents of the bullied individual need to be notified for this take place. This then proceeds down more of a disciplinary route, with the bully being interviewed and witnesses being called if possible. A record of bullying behaviour will be kept as it is viewed as a serious offence.

Important points to remember:

Bullying is a horrible thing to endure and the school must be made aware of it as soon as possible.

We are dealing with young children who are learning how to manage themselves in a social context. We must always seek to teach the right way before simply punishing. The objective of our discipline system is to change behaviour in as positive a way as possible.

Having said the above, no individual has the right to negatively impact on others and if a positive approach is not successful, a more forceful, or even exclusionary outcome will be employed so as to protect the child being bullied. The safety of all the children in our care is paramount.

For Website Publication-~~(NO)~~ YES

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