

ANTI-BULLYING POLICY

2025 / 2026

Statement: we all have the right to be respected and a responsibility to respect each other as we strive to develop a safe and supportive environment which is conducive to learning at Errington Special Education Centre.

Students have the right to be taught in and staff have the right to work in a school environment which is free from physical, verbal, sexual and racial harassment or harassment based on impairment or socioeconomic background.

Bullying and harassment are not acceptable. The school is committed to preventing and eliminating bullying in all its forms. We do this by fostering respect for self and others and through explicit teaching of our school identity: Relationships, Opportunities, Achievements and Regulation.

What is bullying?

Bullying is intentional, repetitive behaviours by a person or persons that hurts, threatens, embarrasses or intimidates someone. When a group or an individual uses their power to target and hurt another person repeatedly, this is bullying. It is usually defined by the effects on the victim, not the intent of the person/s doing the bullying. Bullying can occur between adults, between students, adult/s to students and vice versa.

Bullying can leave a person with many different feelings including being scared or angry, feeling helpless, sad, powerless, worthless, doubting, ill, lonely and/or depressed.

At Errington some students engage in inappropriate behaviours that may impact adversely on other students or staff members. For many of these students such behaviours are a form of communication or are related to their disability rather than bullying behaviours. Many students at Errington do not have the understanding of interpersonal relationships for their behaviours to be defined as bullying. In these circumstances, the behaviour is managed by providing students with alternative behaviours through Positive Behaviour Support Plans, explicit teaching of our PBL program and communication systems.

Bullying can include any of the following:

Physical: aggression, shoving, hitting, throwing things at someone, pushing, damaging or hiding someone's property or any kind of sexual interference.

Verbal: teasing, name calling and 'put downs', spreading rumours, making threats, constant behaviour targeting an individual and undermining them, not letting people know what is happening.

Exclusion: excluding people from activities or joining a group.

Gesture: threatening or offensive gestures, rude gestures such as looks, shrugs or eye rolling.

Cyber bullying: the use of internet services or mobile technologies such as email, chat rooms, discussion groups, instant messaging, web pages or SMS to intimidate, humiliate or put down a person by sending repeated negative messages, cyber stalking, posting unwanted photos and sending threats.

Declaration of the rights of individuals in the school community

All members of the school community have the right to:

- Feel safe, be safe, and to be treated with respect.
- Feel included.
- Be valued for yourself and not be compared to others.
- Be free from harassment.
- Know who to go to for help.
- Be listened to and be heard.
- Know that steps will be taken to resolve problems or issues.
- Be provided with information and advice about bullying and how to manage it.

Responsibilities of the principal and staff

The principal will:

- Gather information from any incidents or accusations of bullying.
- All incidents or accusations of bullying will be managed in a manner consistent with the DfE Policies.
- Provide the school governing council with updates each term in relation to school bullying data and trends and any anti-bullying programs or initiatives in place.
- Ensure all new staff members, students and their families are aware of the school's Positive Behaviour Support Policy, Errington Identity and the decision-making procedures open to them if they wish to influence school practice.
- Include the Errington Identity and Anti-bullying policy as part of the school's enrolment process by including it in the pack.
- Ensure all parents/carers have access to the Anti-bullying policy.
- Ensure that all parents/caregivers are aware of their rights to advocacy and the avenues open to them should they have grievances relating to the management of bullying.
- Ensure ongoing training and development for teachers and SSOs occurs.
- Remind staff about their obligations under the Code of Ethics for the South Australian Public Sector.

Teaching respectful relationships to children and students makes an important contribution to increasing protective factors and decreasing bullying, harassment and violence in schools. At Errington, this is done through explicitly teaching the Errington Identity of relationships, opportunities, achievements and regulation in all classrooms through the BPL program and the teaching of the Keeping Safe; Child Protection Curriculum which is embedded across all areas of the curriculum.

School staff members will:

- Develop and foster relationships with each other, students and their families.
- Assist students to develop the language required to 'talk' about issues related to bullying by modelling the using P2G or PODD.
- Communicate and interact effectively with students and engage in co-operative problem-solving relationships to address issues of bullying.
- Participate in developing, implementing and reviewing the schools' anti-bullying policy, curriculum and training and development.
- Critically reflect on practices and develop the knowledge and skills needed to manage any incidents of bullying successfully.
- Establish, maintain, make explicit and model the school's expectations relating to bullying. Make themselves aware of their obligations under the Code of Ethics for the South Australian Public Sector.

Students will support the school in maintaining a safe and supportive environment if they:

- Demonstrate the Errington Identity.
- Are respectful towards other students, staff and members of the school community.
- Communicate (where possible) with an appropriate adult if bullied or harassed or if they are aware that someone else is being bullied or harassed.
- Learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence.

What can *parents do*?

- *Learn to recognise the signs of bullying.*

Children who are bullied and those that bully are equally in need of support and guidance from caring adults. Watch children for bruises, changes in mood, eating habits and sleeping patterns.

- *Instil confidence and pride in their child's abilities.*

Children with special needs who have a sense of pride in their differences are less likely to be victimised by bullies and will respond more effectively when faced with social pressures.

- *Communicate with all parties involved.*

Parents/ carers are asked to keep the school informed of concerns about behaviour, children's health issues or other matters of relevance.

Communicate in a respectful manner with the principal or class teacher if they believe their child *may be a victim of the instigator of bullying or issues of concern.*

- *Become familiar with the school's anti-bullying policy.*

The anti-bullying policy is part of the school's enrolment package and will be published on the website. The policy will be reviewed by parents, staff and members of the school council annually.