Anti-Bullying Policy

1. **Purpose**
   The purpose of this policy is to provide guidance to the Dyatmika school community about the processes and procedures that are in place to both prevent and address bullying when it occurs. It also describes the difference between conflict and bullying.

2. **Scope**
   The policy applies to all members of the Dyatmika school community.

3. **Definitions**

   Bullying Vs Conflict
   We make a distinction between Bullying and Conflict. We view bullying as the abuse of a power imbalance with the intent to harm someone whereas conflict is a disagreement or a difference of opinion or interests between equals. Both are treated seriously, but different strategies are usually necessary.

   Generally, bullying is repeated behaviour; however, depending on the impact on the individual student, it could also be a single event. The person who is targeted usually fears or learns to fear the power of the person who is bullying them.

   Conflict is a disagreement or a difference of opinion or interests between equals. The people involved in a conflict may disagree vehemently and emotions may run high. When conflict is badly managed, it may result in aggression. In a conflict, both parties have power to influence the situation. That is their goal. Conflict may be an inevitable part of group dynamics, but bullying is not. In each, a different response is required.

   Bullying behaviour impacts on the person being bullied, those doing the bullying and those looking on.

   Bullying behaviour is aggressive in its nature and is:
   - a deliberate intent to cause harm or distress
   - an exploitation of an imbalance of power
   - repetitive patterns of negative behaviour

   Bullying behaviour can take various forms including:
   - verbal: name calling, teasing, abuse, putdowns, sarcasm, insults, threats

- physical: hitting, punching, kicking, scratching, tripping, spitting
- social: ignoring, excluding, ostracising, alienating, making inappropriate gestures
- psychological: spreading rumours, dirty looks, hiding or damaging possessions
- cyber bullying: malicious SMS and social media messages/posts, inappropriate use of photos

4. Policy statement

Dyatmika is committed to the prevention of bullying behaviour by creating a positive school environment and culture. Staff, students and parents work together to prevent incidents of bullying. The school uses the following strategies to assist in the prevention of bullying:

- Regular staff professional learning
- Employment of School Counsellors, counselling programs implemented at all year levels
- Dyatmika Learner Profile outlining the ways in which we work/learn together
- High levels of supervision during break times
- Circle time/ home room structure to ensure students have close connections with trusted adults and avenues through which to share concerns
- Strong home-school communication
- High adult-student ratio in all classes
- Curriculum that addresses social/ emotional and moral development

Current research tells us that some strategies are not effective in the prevention and intervention of bullying (www.stopbullying.gov). These include:

- Suspension/Expulsion without other avenues of intervention and rehabilitation. Although suspension or expulsion may be necessary in a very small number of cases, these can deny students the opportunity for behaviour modification
- Group treatment

5. Procedure

All teachers at Dyatmika share the responsibility for addressing bullying through class programmes, playground duty supervision and by modelling behaviour consistent with the School Charter/ Learner Profile. The following points guide related procedures:

- All instances of suspected bullying or inappropriate behaviour are to be responded to by staff.
- Parents are encouraged to contact the school if they suspect a bullying issue. They should contact their child's class teacher or homeroom teacher as a first step. If it is a repeated incident, they may wish to include the appropriate Team Leader (Primary) or APL (High School) in their next communication with the class teacher or homeroom teacher. The school will take all reports from parents seriously and investigate impartially.
- The school will reinforce with students the importance of reporting incidents of inappropriate behaviour involving themselves or others. Staff will respond appropriately and proportionally to each situation.
- Parents will be contacted if their child is alleged to have been bullied or experienced inappropriate behaviour, or if their child appears to have behaved inappropriately or bullied someone else.

- Appropriate and proportional consequences may include a verbal apology, writing a letter of regret, completing a reflection process, loss of privileges, restriction of contact.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying behaviour does not take place.
- Referral to the School Counsellors may take place where it is deemed by the school/parents that it may be of benefit.
- In the case that a student is displaying bullying behaviour that is beyond the counselling resources of the school, the parents will be referred to outside professional assistance. A period of exclusion from school may be required.
- Serious and/or persistent demonstrations of bullying will result in exclusion from Dyatmika.

These procedures are to be used in conjunction with sanctions contained in Student Behaviour, Compliance and Restitution (BCR) procedures.

6. Roles and responsibilities (add / remove rows as needed)

The Yayasan is to:	● Approve/amend the policy if needed. Refer parents who may raise a concern to the relevant Head of School
The Director is to:	● Apply the policy in conjunction with the relevant Head of School
Heads of School / APLs are to:	● Apply the policy, addressing/investigating all concerns raised by either parents, students or teachers
Teachers are to:	● Apply the policy, informing the relevant APL / Head of School of behaviours requiring investigation
Parents are to:	● Contact a teacher, APL or the Head of School where they have a concern

7. Change history

Version	Developed/reviewed by	Date
1	Head of Primary Director	2016-17
2	Director	2018-19
3	Director	October 2022
4	Director	September 2023