



POLICY
ON ANTI-BULLYING
AND
DISCRIMINATION

A handwritten signature or set of initials in black ink, located in the bottom right corner of the page.

GOLDEN GROVE PRIMARY & PRE-PRIMARY SCHOOL

Contents of this policy:

This Policy consists of three parts:

PART A: Outlines information that is useful to **parents, learners and staff**

Statement of intent

Definitions of terms and concepts

Descriptions of bullying

Descriptions of discrimination

Reporting incidents of bullying/discrimination

PART B: Contains information useful to **teaching staff**

Guidelines for staff on dealing with bullying/discrimination

School based interventions for dealing with bullying/discrimination

PART C: Contains information useful to the **Peace Committee**



GOLDEN GROVE PRIMARY&PRE-PRIMARY SCHOOL

PART A

1. Statement of intent:

The values and principals enshrined in our school mission statement, vision and values are all underpinned by the belief that our school should be a place where everyone feels safe and respected. As such, every child at Golden Grove has the right to:

- feel safe (emotionally and physically);
- learn, work and play without fear of being hurt or humiliated;
- feel a sense of belonging, acceptance and friendship;
- ask for help in stopping hurtful behaviour and to keep asking for help until the hurtful behaviour has stopped;
- learn to solve problems with others in a helpful and independent way, and
- be treated with respect by others.

For this reason, we do not tolerate bullying or discrimination in any form at our school and we take incidents of bullying seriously. We acknowledge, however, that despite our best efforts, incidents of bullying and discrimination will continue to happen. It would be unrealistic to claim that these incidents will never happen. When bullying and discriminatory behaviour does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We take incidents of bullying seriously and it is the policy of Golden Grove to:

- Develop an anti-bullying POLICY through consultation with staff, learners and parents that is reflective of the whole school policy including the school mission statement and vision.
- Gain consensus on what constitutes bullying/discrimination.
- Develop of a procedure that is followed when dealing with incidents of bullying/discrimination.



GOLDEN GROVE PRIMARY&PRE-PRIMARY SCHOOL

- Develop a **proactive approach** to counter bullying behaviour that aims to raise awareness and create the structures and climates necessary for the establishment of a peaceful school.
- Support **STAFF** to promote positive relationships and identify and tackle bullying. Increase staff insight into the process and psychodynamics of bullying, discrimination and victimisation.
- Ensure that **LEARNERS** and staff are aware that all bullying concerns will be dealt with consistently, sensitively and effectively; that a school environment is created where all feel safe to learn, work and play; and that learners, parents and staff abide by the anti-bullying policy.
- Report back quickly to **PARENTS/CARERS** regarding their concerns on bullying and deal promptly with complaints. Parents/carers undertake in turn work with the school to uphold the anti-bullying policy.
- Seek to learn from **anti-bullying practices elsewhere** and to utilise the support of relevant organisations where appropriate to ensure that the anti-bullying policy remains relevant.

2. Definition of terms and concepts:

“**Golden Grove**” is taken to include the Pre-Primary, Foundation and Intermediate Phases and after care.

“**The school**” is taken to mean Golden Grove

“**Staff**” is taken to mean all individuals employed by the school including administrative, cleaning, maintenance, support and academic staff.

VALUING THE INDIVIDUAL, EMBRACING DIVERSITY, CELEBRATING LEARNING



GOLDEN GROVE PRIMARY&PRE-PRIMARY SCHOOL

“**Bullying**” is an intentional and repeated abuse of power intended to hurt, injure, threaten or frighten another person, who is then intimidated and disempowered to the extent that he or she feels that he or she cannot do anything about it.

“**Discrimination**” is any act in which an individual is treated differently because of some personal characteristic. Acts of discrimination can be intentional or unintentional and may be carried out covertly or overtly. For the purpose of this policy, an incident is deemed to be an act of discrimination if it is perceived as such by the targeted person.

3. A description of bullying:

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying behaviour entails:

“Bullying is a conscious, wilful and deliberately hostile activity intended to harm repeatedly, or induce fear through the threat of further aggression, and the creation of terror”. Bullying will always include the following four elements:

- *An imbalance of power: The person bullying can be younger, older, bigger, stronger, more verbally adept etc. This imbalance of power can sometimes be very subtle.*
- *An intention to harm: The person bullying intends to inflict emotional and/or physical pain. This is no accident or mistake, or slip of the tongue, no playful teasing, no misplaced foot or inadvertent exclusion.*
- *The threat of further aggression: Both the person bullying and the one being bullied know that the bullying can and probably will occur again. This is not meant to be a onetime event.*



GOLDEN GROVE PRIMARY&PRE-PRIMARY SCHOOL

- *The creation of fear: Bullying is used to intimidate and maintain dominance. This is not a one-time incident of aggression nor is it an impulsive response to a rebuke. Once fear has been created, the individual engaging in the bullying behaviour can act without fear of recrimination or retaliation. The bullied child is rendered so powerless that he or she is unlikely to fight back or speak out.*

Bullying can be:

- Psychological – This could include rejection by a group of an individual, rumour spreading or intimidation that is not physical. Psychological bullying could also take the form of constant threatening looks or aggressive posturing.
- Verbal – This could include name calling, insults, ‘tuning’, ‘dissing’ or taunts aimed at belittling or humiliating an individual, including homophobic allusions and constant teasing. Verbal bullying could also take the form of a threat. It also includes constantly picking on someone, either in class, or during free time.
- Physical in nature– This could include pushing around, hitting, kicking, taking or damaging someone’s property; acting either one-on-one, or else as a group against an individual.
- Racial and Religious – racial taunts or graffiti or gestures or jokes that are offensive from a racial or religious perspective.
- Sexual – unwanted physical contact or sexually abusive or sexist comments
- Homophobic – because of/or focussing on the issue of sexuality
- Online/cyber – using internet platforms such as facebook or twitter to set up hate websites or send offensive text messages or emails or abuse the individual via their mobile phones.



GOLDEN GROVE PRIMARY & PRE-PRIMARY SCHOOL

- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

It is important to note that bullying involves the misuse of power. Bullying can, therefore, take place when teachers bully learners or when learners gang up against teachers or when parents gang up against a teacher or when a teacher intimidates a parent.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with a friend/s, name calling, arguments or when the occasional trick or joke is played on someone. In other words; it does not include normal childhood behaviours such as sibling rivalry or one-on-one fighting of siblings or peers with competing claims. Nor does it include acts of impulsive aggression – in other words, aggression that is spontaneous, indiscriminate striking out, with no intended target. While this behaviour must not be dismissed; it nonetheless not bullying. The behaviour becomes bullying in nature when it occurs several times (or there is the threat or probability that it might occur more than once) and is done on purpose.

Children sometimes fall out or say things because they are upset. When occasional problems of this nature arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish pranks. We all have to learn to deal with these situations and develop social skills to repair relationships.



GOLDEN GROVE PRIMARY&PRE-PRIMARY SCHOOL

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridors, in the toilets, on the playground and in the hall. Bullying can also take place on the way to and from school. We are concerned about our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises.

Signs and symptoms:

A child may indicate through a variety of signs and symptoms that they are being bullied. Adults should be aware of these possible signs and investigate further if a child:

- Is frightened of walking to or from school
- Doesn't want to go to school in the taxi/bus
- Begs to be driven to school
- Changes their usual route/routine to school
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep at night
- Feels ill in the morning
- Begins to under-perform at school
- Comes home with clothes torn or books damaged
- Has possessions that go 'missing'
- Asks for money or starts stealing money
- Has money that is often 'lost'
- Has unexplained cuts or bruises
- Comes home starving
- Becomes aggressive, disruptive or unreasonable
- Starts swearing or using aggressive language for no apparent reason
- Is bullying other children or siblings



GOLDEN GROVE PRIMARY&PRE-PRIMARY SCHOOL

- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above.

While these signs and symptoms could indicate the occurrence of bullying, they could also be indicative of other problems and should in either case be investigated thoroughly.

It does not matter if the bullying is mild, moderate, or severe: bullying is unacceptable. It is antisocial in nature and needs to be addressed as such. This is why current zero-tolerance policies (those that attempt to respond to a one-on-one fight, bullying and assault with one solution – expulsion) are really zero-thinking policies. What needs to be found is a social solution to this antisocial activity.

4. A description of discrimination:

Discrimination can take many forms. The following are typical examples of acts of discrimination:

- Name calling
- Derogatory comments about a person
- Refusal to hold hands
- Refusal to be partners
- Refusal to work together
- Refusal to sit next to each other
- Dividing into racial groups
- Physical abuse
- Graffiti or chalking of slogans which are offensive to others on religious, racial, sexual orientation or gender grounds
- Wearing racial insignia



GOLDEN GROVE PRIMARY&PRE-PRIMARY SCHOOL

- Declining to participate or share for overt reasons pertaining to race, religion or perceived sexual orientation, gender ability or disability, culture, economic status, gender identity etc
- Abuse of personal property
- Offensive physical gestures or body language.
- Stereotypical comments in discussion.
- Disputes having racial, religious or homophobic overtones and which deteriorate into the use of offensive terminology
- The intentional or unintentional bringing of racist toys/items/resources into the classroom
- Excluding other individuals from activities on the grounds of race, religion or sexual orientation, gender ability or disability, culture, economic status, gender identity etc.
- Refusal to undertake a particular activity on the grounds of race, religion or sexual orientation, gender ability or disability, culture, economic status, gender identity etc.
- Articulating or repeating discriminatory comments brought from home or the media
- A constant unwillingness to listen to alternative viewpoints
- Telling jokes that are offensive to members of a particular race or religious group, women or individuals with alternative sexual orientations



GOLDEN GROVE PRIMARY&PRE-PRIMARY SCHOOL

The Restorative Process:

We acknowledge that zero-tolerance, also known as the 'all-or-nothing' or 'one size fits all' approaches tend to be inflexible, often harsh and result in a punitive approach to dealing with incidents of bullying which may in fact lead to increased bullying of the child who reported the behaviour. The school is, therefore, committed to a restorative process in most incidents of bullying. Restorative justice is a process whereby parties with a stake in a specific offence collectively resolve how to deal with the aftermath of the offence and its implications for the future. In this approach, misconduct is not viewed as a violation of the school, but a violation against people and relationships.

The staff member managing the restorative process will constitute a meeting (possibly more than one) with the group of children as soon as all involved parents have been contacted.

The aim of this session/s will be to:

- Engage the children based on trust, respect and understanding.
- Process and clarify what took place.
- Allow the learners to express their feelings about what took place without fear.
- Ascertain from the affected party how they would like things to be resolved and what they feel the alleged offender/s can do to restore the relationship and repair the harm caused.
- Ascertain from the alleged offender/s how they feel they can restore the relationship and repair the harm caused.
- Ascertain whether all parties feel that these are suitable and viable options.
- Reach agreement on the terms of restoration.
- Reach an agreement of understanding about future behaviour.

The restoration agreement will then be communicated to all parents and staff of those children involved in the incident.



GOLDEN GROVE PRIMARY & PRE-PRIMARY SCHOOL

It is possible that the staff member conducting the restorative process may feel that individuals involved in the alleged incident require psychotherapy. This will be conveyed to the parents as soon as is possible.

It is possible that the school may seek alternative sanctions, including but not limited to the institution of a disciplinary process against individuals should:

- The incident of bullying be of such a serious nature that the safety and welfare of certain children cannot be guaranteed.
- There are, despite previous attempts at restorative processes, repeat incidents of bullying behaviour.
- The parent/s of the child/ren involved in the bullying behaviour are not supportive of the processes and recommendations being made by the school.

If necessary and appropriate, Social Services or the police will be consulted in those incidents of a serious nature.

REPORTING INCIDENTS OF BULLYING AND DISCRIMINATION:

It is the responsibility of every member of the Golden Grove community to report and respond to incidents of bullying and/or discrimination.

It is particularly important that learners, staff and parents act pro-actively in circumstances which might lead to bullying and/or discrimination. The Golden Grove community needs to be educated to take this responsibility seriously.



GOLDEN GROVE PRIMARY & PRE-PRIMARY SCHOOL

Teachers should intervene immediately when they become aware of incidents of bullying/discrimination and if the situation warrants it, refer the matter to the Principal/Deputy Principal.

PART B

Guidelines for staff in dealing with bullying/discrimination:

At Golden Grove we are committed to and aim for open and transparent communication with our parent body.

For convenience sake, we have divided the management of incidents of bullying/discrimination into two phases:

- The crisis management phase
- The long-term management phase

1. Crisis Management Phase:

It is essential that incidents of bullying/discrimination are dealt with immediately. As soon as a staff member is made aware of an incident of bullying, they must deal with it immediately. This involves:

- Talking to the learner/s and ascertaining:
 - **The nature of the incident/s.** This will require an educator to set aside some time to listen fully to the details. Should this not be possible, the staff member needs to inform the learner and parent that they are unable to investigate the incident. There will be a follow up at our earliest convenience. The staff member will then need to involve this member of staff as soon as is possible.
 - **The perceived level of danger involved for the learner/s.**



GOLDEN GROVE PRIMARY&PRE-PRIMARY SCHOOL

- **The state of the learner.** Assure the learner that they will be protected and the school will act in the learner's best interests. Learners will be kept informed throughout the process.

- **Acknowledge that the incident took place.**

- **Acknowledge that intervention is needed and that you need to inform the relevant stakeholders.**

- **Summarise for the learner/s what has transpired and ensure that you have heard the story correctly.**

- Document the incident and bring it to the attention of the Principal/Deputy Principal and if s/he is unavailable, to discuss it with a member of the Peace Committee.

- Inform the parents of all the learners allegedly involved in any bullying incident what has been reported to you. Ascertain from them:
 - Whether they are aware of any alleged bullying prior to this incident.

 - Indicate to the parents that the matter has been referred for further investigation and feedback will be provided once the investigation has been completed.

 - The purpose of this call is to assure the parents that you are aware of the alleged incidents, that you are informing them immediately and that you are dealing with it through appropriate channels.

 - The educator will also inform the parents that their child/ward will be participating in the restorative process.



2. Long-term Management Phase:

While each case needs to be dealt with on an individual basis, the following represent guidelines to managing incidents of bullying/discrimination:

A. First Phase:

1. The educator investigating the incident needs to talk to the child/ren involved and ascertain who the child/ren are who were involved in the bullying/discriminatory behaviour and who witnessed the behaviour. (This process can be verbal – documented by the educator or written by the learner.)
2. Ascertain what happened.
3. Ascertain all the learner's feelings.
4. Ask the learners which values should have been remembered?
5. Ask the learners which class or school rules did they choose to break?
6. Ask the learners how they would make amends (fix) to the children whom they have hurt/upset.



GOLDEN GROVE PRIMARY & PRE-PRIMARY SCHOOL

The purpose of the statements is not to determine who is telling the truth and who is lying, but rather to assist in the restorative process.

We aim at our school to avoid the use of labels. Staff will avoid using labels such as “bully” and “victim” and will instead label the behaviour (e.g. “bullying behaviour”). It is also accepted that children who engage in bullying behaviour may themselves have been bullied.

PART C

B. The Establishment of a Peace Committee:

The Principal shall at the commencement of each year, constitute a Peace Committee that will serve the needs of the school.

This committee will be composed of the following members of staff, amongst others:

- The Principal
- The SBST
- The staff member responsible for the mediators and monitors
- An educator volunteer from each grade
- A learner representative of the mediators
- A learner representative from the monitors
- A social worker/psychologist/community specialist e.g. SAPS
- A mindfulness practitioner
- A parent SGB representative

The Peace Committee will be coordinated by the deputy/principal. The role of this individual will be to oversee



GOLDEN GROVE PRIMARY & PRE-PRIMARY SCHOOL

- Incidents of bullying in our school which will be managed by the SMT.
- A Peace Committee meeting at least once a term.
- A presentation of a report to the staff, providing an overview of recent bullying incidents in the school.
- The 'Peace Day programme' each year (21 September).
- A whole school approach to the issue of bullying (e.g. Virtues awareness, Back-a-buddy, peace monitors).
- The review of the policy on an annual basis.

C. Commitment to a whole school approach to dealing with incidents of bullying/discrimination and creating a restorative school climate:

With respect to school based interventions to address the issue of bullying and discrimination at our school, we recognise:

- There are no 'quick-fix' solutions to the problem of bullying and discrimination. Interventions are time consuming and change is slow in some instances. The school, however, commits itself to the implementation of this policy.
- The whole school community needs to be involved in creating a peaceful school. As such efforts should be made to involve: the Governing Body; the parent body, all staff, monitors, mediators, and all learners in the implementation of this policy.
- The whole school community needs to be involved in reviewing the policy.
- Education of learners on the issues of bullying and discrimination should be part of the daily life of each class. The following should be covered:
 - Exercises designed to identify bullying behaviour, and the role of bystanders.



GOLDEN GROVE PRIMARY & PRE-PRIMARY SCHOOL

- Age appropriate explanation of this policy and the development of a 'child-speak' pocket version of the policy for the learners to refer to.
 - Each class developing their own set of class rules.
 - Making 'Peace Day' a high profile event each year.
 - Raising awareness through regular anti-bullying assemblies.
 - Teaching defender behaviour (including assertiveness training, standing up for children who are perceived as different; encouraging the reporting of incidents of bullying and discrimination)
 - Surveys to monitor the current levels of bullying/discrimination and the effectiveness of the Anti-Bullying Policy.
-
- Education of the mediators and monitors with regard to the identification of bullying behaviour and the management thereof. All mediators and monitors will receive training at the beginning of the year with regard to the Anti-Bullying Policy.
 - A bullying help post box or 'Wibble' box will be placed in each grade passage. This will allow for the reporting of incidents of bullying/discrimination and allow teachers to follow-up on cases of reported bullying.
 - The targeting of those areas in the school that are known as 'trouble spots' by specifically drawing attention to them as 'bully-free' zones in our school. These areas are to be marked with visible stickers/posters as 'bully-free' areas.
 - The introduction of playground improvements and initiatives that reduce the likelihood of bullying behaviour occurring.
 - Encouraging the whole school community to model appropriate behaviour towards one another.

D. Education of staff with respect to bullying/discrimination:

Training of all staff should focus on:

- Explaining the intention and content of this policy

VALUING THE INDIVIDUAL, EMBRACING DIVERSITY, CELEBRATING LEARNING



GOLDEN GROVE PRIMARY & PRE-PRIMARY SCHOOL

- Increasing staff insight into the process and psychodynamics of bullying, discrimination and victimisation
- Clearly outlining the procedures to be followed in dealing with incidents of bullying/discrimination
- Making it clear to staff what their responsibility is.
- Impressing upon staff the need for the policy to be applied consistently.

BE A BUDDY, NOT A BULLY!

DATE OF REVIEW OF THIS POLICY:

20.08.2019

DATE OF ACCEPTANCE OF THIS POLICY:

20.08.2019

DATE OF POLICY IMPLEMENTATION:

20.08.19



SCHOOL GOVERNING BODY CHAIRPERSON



SCHOOL PRINCIPAL

