



BULLYING POLICY

Date approved:	August 2015	Date policy reviewed:	03/03/2021	Date of next review:	2024
Developed by:	Policy Development and Review Committee (PDRC) of the School Governing Body (SGB)				
Approved by:	School Governing Body				
Responsible body:	School Governing Body				
Supporting documents, procedures and forms for this policy:	Legislation (see below) Relevant legislation				
References and legislation:	<p>The South African Schools Act, 1996. (Act No. 84 of 1996) as amended The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996) as amended National Education Policy Act (Act 27 of 1996) The Gauteng Schools Education Act, 1995 (Act No. 6 of 1995) Regulations for Misconduct of Learners at Public Schools and Disciplinary Proceedings, 2001 (General Notice 2591 of 2001) Regulations for Safety Measures at Public Schools Government Notice No. 1040, October 2001, as amended Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners, General Notice 776 of 1998 Children's Act 38 of 2005 Child Justice Act 75 of 2008 Protection from Harassment Act 71 of 2011</p>				
Scope:	SGB, School Management Team (SMT), Educator Staff, Learners, Parents				
Expiry date of the policy:	2024, provided there are no alterations or updates				
Objectives of policy:	To ensure that Arbor Primary School is a bully free school. To support and counsel all parties involved in the bullying process.				

ARBOR PRIMARY SCHOOL

BULLYING POLICY

1. DEFINITIONS

GDE	The Gauteng Department of Education.
SGB	School Governing Body.
SASA	South African Schools Act (Act 84 of 1996)
The School	Arbor Primary School; that is declared a public, fee paying school in terms of SASA and advocates English as its main medium of instruction with a Christian Based Ethos.
Educator	Any person who teaches, educates or trains learners at the school who has been appointed by the GDE or the SGB of the school.
Principal	Person, usually an educator, appointed by the GDE to manage all educational and administrative functions of the school who is accountable to the GDE and SGB as determined by SASA and other legislation. The professional management of the school lies with the principal.
Deputy Principal	An educator appointed as the Academic Manager of a school.
Department Head	Educator appointed as a Department Head (DH)
Learner	Any person receiving education or obliged to receive education in terms of SASA.
Parent	a) The biological parent or adoptive parent or legal guardian of a learner; or b) The person legally entitled to custody of a learner; or c) The person who undertakes to fulfil the obligations of a person referred to in (a) and (b) towards the learner's education at school.
Grade Head	Educator that is appointed as a head of a grade.

2. PURPOSE

Arbor Primary School aims to provide a safe and secure environment where:

- individual differences are appreciated, understood and accepted.
- individuals empathize with one another and offer support.
- individuals feel valued and safe.
- bullying is reported, and the necessary steps are taken to eliminate such behaviour.

Arbor Primary does not tolerate bullying or harassment in any form and all members of the school staff are committed to promoting a safe and caring environment for all learners. Staff, parents and learners will work together to address issues of bullying when these arise.

3. DEFINITION OF BULLYING

Bullying is an aggressive behaviour or harassment by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can be

physical or non-physical in nature. Once-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

There are various forms of bullying, which include:

- **Physical** – this is the assault of someone with intent to do physical harm to them or their property.
- **Psychological** – this aims to damage the person's emotional well-being. It may take the form of isolation or exclusion of someone; intimidation of someone; abusive language; racist, sexist or homophobic comments and humiliation of a person.
- **Financial** – this type of bullying includes blackmail using money to keep the victim safe from physical or emotional harm.
- **Sexual harassment** – includes the spreading of sexual gossip: making sexual innuendos and making derogatory comments to another person or group.
- **Cyber** – using any form of social media including internet, e-mail, sms, WhatsApp, Twitter, Facebook etc. to spread rumours, make malicious comments or send explicit photographs in order to harm the other person.

The three 'B's involved in the bullying process:

The **bully** is the person behaving in such a way which might meet needs for excitement, status, material gain or group acceptance, but which does not recognise or meet the needs and rights of the other person who is harmed by the behaviour.

The **victim** or person **being bullied** is a person or group that is harmed by the repeated behaviour of others. Victims often do not have the resources, status or ability to counteract or stop the harmful behaviour.

The **bystanders** are those that are not involved in the actual bullying but stand as witnesses to the bullying process. These people can be categorised as **bad bystanders** – those who do nothing to stop the bully, help the victim or report the bullying. The **brave bystanders** – those who help the victim, try to stop the bully or report the bullying.

4. GOALS OF THE BULLYING POLICY

- To aid, support and educate all staff, parents and learners in the maintenance of a safe and nurturing environment, which encourages the development of coping skills necessary for successful human interaction and mutual respect.
- To provide a process for discovery, evaluation, monitoring and remediation of bullying behaviour.
- To provide an easily accessible process by which learners can report bullying and receive adult support.
- To provide a process wherein the bully receives support, assistance with behaviour modification and understanding of the consequences should the bullying continue.

Through the development and implementation of this policy, Arbor Primary trusts that all young people, parents/guardians and staff will:

- feel confident that everything is being done to make Arbor Primary a safe and secure environment.
- know who to contact if they have concerns about bullying.
- feel supported in reporting incidents of bullying.
- be assured that action regarding bullying will take place.

5. REPORTING PROCEDURES

PHASE 1

- a) Learner reports bullying to **any** educator available.
- b) Class educator is notified and assists the learner to fill in a Bully Behaviour Report (see Annexure A) to ascertain whether it is bullying or a once-off relationship struggle.
- c) Offer nurturing care and support to the learner at this stage.
- d) Call in the 'bully' and, with respect and care, make them aware of the report against them.
- e) Allow them an opportunity to present 'their side of the story' while listening in an unbiased way.
- f) Fill in the 'Behaviour Warning Section' on the Bully Behaviour Report and assist the learner in understanding the consequences of the bullying behaviour. Offer some assistance in helping the learner find alternate, more socially acceptable behaviour that they can adopt.
- g) Instruct the learner to write an apology letter to the bullied learner and ensure that it is given.
- h) One of the following consequences may be given to the bully: verbal warning, demerit, detention. Parents must be contacted.
- i) Send the Bully Behaviour Report to the DH concerned to file in the Bully File. Educator to make a note on the learner's observation sheet.
- j) DH to enter the learner onto the electronic Bully Register.
- k) Class educator to do a follow up check after 3 days with all parties concerned and thereafter monitor the situation for 2 weeks.

PHASE 2

If the same learner is involved in a second incident of bullying or is continuing with the first incident, the learner will then be sent with a Bully Behaviour Report to the Grade Head and Steps a) to k) will be repeated.

PHASE 3

If the same learner is involved in a third incident or is continuing with the first incident, the learner will then be sent with a Bully Behaviour Report to the DH concerned and Steps 1 to 6 will be repeated. Then the following will happen:

- a) The DH will issue a Bullying Written Warning Letter (see Annexure B) and contact the parents/guardians. Reply slip to be kept with Bully Behaviour Report form by the DH in the Bully File.
- b) DH to record incident on Observation Sheet, Code of Conduct and in the Bully Register.
- c) DH to do a follow up check after 3 days with all parties concerned and thereafter monitor the situation for 2 weeks.

PHASE 4

If the same learner is involved in a fourth incident or is continuing with the first incident, the learner will then be sent with a Bully Behaviour Report to the Deputy Principal. It will be at the Deputy Principal and Principals' discretion as to which of the following disciplinary consequences will be implemented after a Disciplinary Meeting is held with the parents and the learner.

The consequences could be the following:

- Removal of privileges
- Community service at the school

- Enrolment in a behaviour modification programme
- Appointment to see a psychologist
- Suspension from school

6. ADDITIONAL MEASURES TO FOSTER A BULLY FREE SOCIETY

- Classes will be addressed in their Life Orientation / Life Skills periods on socially acceptable behaviour, friendships and self-esteem.
- An assembly programme will be set up once a year to highlight what bullying is and how to cope with it. The school policy will also be discussed in this forum.
- Continuation of our Protective Behaviour Programme on a yearly basis.
- Posters on bullying will be displayed around the school.
- Quick tips on how to stop bullying can be published in our newsletters.

Arbor Primary School will continue to support the victim of bullying throughout this process by providing counselling and support where necessary.

If bullying did not occur, the educator can give relationship guidance to the parties involved.

MR P.A. ARENTSEN
PRINCIPAL

NAME: _____
CHAIRPERSON SGB

NAME: _____
DISTRICT OFFICIAL

ANNEXURE A
BULLY BEHAVIOUR REPORT

1. **NAME OF LEARNER BEING BULLIED:** _____
2. **GRADE:** _____
3. **REPORTED BY:** _____
4. **GRADE:** _____
5. **NAME AND GRADE OF BULLY/IES:**

<u>NAME</u>	<u>GRADE</u>

6. **LOCATION OF INCIDENT/S (tick relevant box)**

Playground		Cyber	
Classroom		Outside School Grounds	
Toilets		Hall	
Transport		Other	

7. **TYPE OF BULLYING BEHAVIOUR (tick relevant box)**

Physical aggression		Cyber (specify)	
Damage to property		Intimidation	
Isolation/Exclusion		Malicious gossip	
Name calling		Other (specify)	

8. **BRIEF DESCRIPTION OF BULLYING BEHAVIOUR:**

9. **EDUCATOR NAME:** _____
10. **EDUCATOR SIGNATURE:** _____
11. **DATE REPORTED:** _____

BEHAVIOUR WARNING SECTION

1. **NAME OF BULLY:** _____

2. **GRADE:** _____

3. **DETAILS OF ACTION TAKEN (tick relevant block/s)**

<u>CONSEQUENCES</u>	<u>TICK</u>
Counselling	
Verbal Warning	
Demerit	
Detention	
Parental Contact	
Warning Letter	
Disciplinary Meeting	

4. **INCIDENT OF BULLYING (circle relevant one):** 1ST 2ND 3RD 4TH

5. **OUTCOME OF DISCIPLINARY MEETING (where necessary):**

6. **SIGNATURE OF LEARNER:** _____

7. **SIGNATURE OF EDUCATOR:** _____

8. **DATE:** _____

9. **SIGNATURE OF PARENT/GUARDIAN (where necessary):**

10. **SIGNATURE OF DH/DEPUTY/PRINCIPAL:**

SCHOOL STAMP

ANNEXURE B
DEPARTMENT HEAD WARNING LETTER

DATE _____

Dear _____

This letter serves as a warning letter for your child _____ in Grade_____.

After extensive investigation, it has been found that your child has been involved in three incidences of bullying on the following dates: DATE 1, DATE 2, DATE 3.

He/She has already been dealt with by their class educator and grade head and been punished accordingly. They have also received counselling to rectify their behaviour. Unfortunately, this is now the third incident of bullying.

At Arbor, we take this matter very seriously. If your child is involved in another incident of bullying, we will proceed to a disciplinary meeting with the Principal and Deputy Principal.

Please see this letter in a positive light in helping you to help your child. Take this opportunity to discuss these issues with your child and help him/her to rectify this unacceptable behaviour.

Yours in Education

DEPARTMENT HEAD

DEPUTY PRINCIPAL

PRINCIPAL

REPLY LETTER

I _____ parent/guardian of _____
in Grade _____, have read and understood the Warning Letter about Bullying.

SIGNATURE: _____

DATE: _____