GAUTENG DEPARTMENT OF EDUCATION

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

THE DEVELOPMENT OF A STRATEGY & POLICY ON THE PREVENTION & MANAGEMENT OF BULLYING

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1. Introduction

The role of the school is to provide an appropriate education for all its pupils. A stable, secure learning environment is an essential requirement to achieve this goal. Bullying behaviour, by its very nature, undermines and dilutes the quality of education.

Research shows that bullying can have short and long term effects on the physical and mental well-being of pupils, on engagement with school, on self-confidence and on the ability to purse ambitions and interests.

School based bullying can be positively and firmly addressed through a range of school based measures and strategies through which all members of the school community are enabled to act effectively in dealing with this behaviour.

While it is recognised that home and social factors play a substantial role both in the cause and in the prevention of bullying, the role of the school in preventative work is also crucial and should not be underestimated. School based initiatives can either reinforce positive efforts or help counteract unsuccessful attempts by parents to change unacceptable behaviour. Parents and pupils have a particularly important role and responsibility in helping the school to prevent and address school based bullying behaviour and to deal with any negative impact within the school of bullying behaviour that occurs elsewhere.

International research clearly indicates the crucial importance of the existence of and implementing of a school policy setting out the school's approach to preventing and teaching about bullying. An anti-bullying policy, when developed and implemented across the school community can be the cornerstone in countering bullying behaviour in schools.

1. Definition of bullying

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

2. Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

Physical aggression

This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in "play fights", they can sometimes be used as a disguise for physical harassment or inflicting pain.

Intimidation

Some bullying behaviour takes the form of intimidation, it may be based on the use of very aggressive body language and the voice is often used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

Isolation/Exclusion and other related bullying

This takes place when a certain person is deliberately isolated, excluded or ignored by some or the entire class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes, or drawings of the pupil or by whispering insults about them loud enough to be heard. Related bullying occurs when a person attempts to socialise and form relationships which peers are repeatedly rejected or undermined.

One of the most common forms includes control. "Do this or I won't be your friend anymore" (implied or stated), a group ganging up against one person (girl or boy, non-verbal gesturing, malicious gossip, spreading rumours about a person or giving the "silent treatment")

Cyber bullying

This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies (ICT) such as text, social network sites, email, instant messaging, Apps, gaming sites, chat-rooms and other online technologies.

Being the target of inappropriate or hurtful messages is the most common form of online bullying.

As cyber bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber bullying. For example; a target may be sent homophobic text message or pictures may be posted with negative comments about a person's sexuality, appearance etc.

Name calling

Persistent name calling directed at the same individual(s) who hurts insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance e.g. size or clothes worn, accent or distinctive voice characteristics may attract negative attention. Academic ability can also provide name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

Damage to personal property

Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, cellular phones or other devices, school books, school bags or other learning materials. The contents of school bags and pencil cases may be scattered on the floor or thrown in a waste bin. Items of personal property may be defaced, broken, stolen or hidden.

Extortion

Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand) a pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

3. Impact of bullying behaviour

Pupils who are bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with the consistent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is therefore essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying (weight issues etc.) and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at a higher risk of depression. Other possible long term consequences may include increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law breaking behaviour in adulthood and decreased educational and career attainment.

4. Symptoms of bullying behaviour

The following signs and symptoms may suggest that a pupil is being bullied:

o Anxiety about travelling to and from school e.g. requesting parents to drive or collect a child from school. Avoiding regular times for arrival and departure before and after school.
o Unwillingness to go to school, refusal to attend, truancy
o Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school
o pattern of physical illness e.g. headaches, stomach aches, psychosomatic symptoms
o Unexplained changes in either mood or behaviour which may be particularly noticeable before returning to school after weekends or especially after longer school holiday
o Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting
o Spontaneous out of character comments about either pupils or educators
o Possessions missing or damaged
o Increased requests for money or stealing money
o Unexplained bruising or cuts or damaged clothing
o Reluctance and/or refusal to say what is troubling him/her
o Reluctance to leave the classroom during break times

There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

5. Characteristics associated with bullying

It is important to recognise that any pupil can be bullied or can engage in bullying behaviour.

The pupil who engages in bullying behaviour

o A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities "prejudice-based" or "identity- based" bullying can be a significant factor in bullying behaviour
o Pupils who engage in bullying behaviour tend to display aggressive attitudes combined with a low level of self-discipline. They may lack a sense of remorse convincing themselves that the other person deserves the treatment that they are receiving
o Pupils who engage in bullying behaviour can be attention seeking, setting out to impress bystanders and responding to the reaction their behaviour provokes. They can appear unaware or indifferent to the other person's feelings. It is of note that pupils who exhibit bullying behaviour often suffer from a lack of confidence and have low self-esteem
o However, it must be recognised that pupils who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words or actions on others
o It is not uncommon to find that pupils who engage in bullying behaviour may also have been bullied themselves

The pupil who is bullied

Any pupil through no fault of their own may be a target of bullying. It is common in the course of normal interaction for pupils to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As pupils can be particularly quick to notice differences in others, pupils who are perceived as different in some way can be more prone to encounter such behaviour. However, the pupils who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying can be related to the pupil's continuing response to the verbal, physical and psychological aggression.

Pupils who are bullied often experience difficulties in speaking up about bullying, the difficulties include:

- Fear of reprisals
- Concerns about being perceived as a "tell-tale" for reporting bullying
- Concerns about "getting into trouble" with the principal or educators for reporting bullying
- Not having evidence to back up a bullying allegation
- Not knowing how the matter will be dealt with by the school; and
- Not feeling fully confident about being believed

Special needs learners

While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include learners with disabilities or special education needs.

There can be an increased vulnerability to bullying amongst pupils with special educational needs and particularly those who do not understand social cues and/or have difficulty communicating. Some learners with complex needs may lack understanding of social situations and therefore trust everyone implicitly. Such learners may be more vulnerable because they do not have the same social skills or capacity as others to recognise and defend themselves against bullying behaviour. Research suggests that learners with special education needs (LSEN) are more likely to be bullied than others. Bullying can also have a more severe impact on such learners. For example, some studies which compare the impact of bullying on children with and without certain disabilities, such as speech and language difficulty, show that bullying has a greater impact on self-esteem for those with a disability.

6. Development of an anti-social bullying policy

It is imperative that the management of a school develop and formulate the policy in co-operation with both teaching and non-teaching staff under the leadership of the principal and in consultation with parents and learners. In this way the development of school-wide strategies for dealing with bullying is shared by all concerned.

It is essential that all concerned have a clear understanding of the policy aims and content if the policy is to form the bases for developing effective strategies for dealing with the problem.

Key principals and best practice for an Anti-bullying policy

Positive school culture and climate

1. A cornerstone in the prevention of bullying is a positive school culture and climate that is welcoming of difference and diversity and is based on inclusivity and respect. A school policy on bullying is most effective when supported by a positive school climate which encourages respect, trust, care, consideration and support for others.

2. Central to a positive school culture is respectful relationships across the entire school community. This encompasses relationships amongst peers (e.g. learner to learner, educator to educator) and relationships between groups (e.g. educators and learners, parent and educators etc.).

3. The misconception that bullying is a normal phase of development and that it teaches learners to toughen up needs to be challenged. The school must endeavour to create an environment where learners feel comfortable and free to discuss and disclose incidents of bullying. This may also require challenging prevailing attitudes so that they also have a responsibility for the safety and welfare of fellow pupils.

4. Schools should therefore encourage and strengthen open dialogue between all school staff and learners. Schools should ensure that they provide appropriate opportunities for learners to raise their concerns in an environment that is comfortable.

This dialogue should encompass issues that happen outside school, including cyber bullying. In order to accomplish this, schools may also need to consider how best to address topics that are marked by prejudice and silence such as racial or homophobic bullying.

Key elements of a positive school culture are laid out in the following table and may act as a helpful guideline:

Key elements to a positive school culture and climate

o The school acknowledges the right of each member of the school community to enjoy school in a secure environment

o The school acknowledges the uniqueness of each individual and his/her worth as a human being

o The school promotes positive habits of self-respect, self-discipline and responsibility amongst its members

o The school prohibits vulgar, offensive, racist or other aggressive behaviour or language by any of its members

o The school has a clear commitment to promoting equity in general and gender equality in particular in all aspects of its functioning

o The school has the capacity to change in response to learners' needs

o The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming learner's attitudes and values

o The school takes practical care of "at risk" learners and uses its monitoring system to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner

o The school recognises the need to work in partnership with and keep informed on procedure to improve relationships on a school-wide basis

o The school recognises the role of parents in equipping the learner with a range of Life skills

o The school recognises the role of other community role players in preventing and dealing with bullying

o The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities

- o The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school
- o Staff members share a collegiate responsibility, under the direction of the principal, to act in preventing bullying, aggressive behaviour by any member of the school community

7. Effective Leadership

Effective leadership, supporting a school culture and climate that celebrates difference, is a key to good practice. The role of all those in leadership roles within the school is of great importance in stimulating a school-wide approach to preventing and tackling bullying.

The principal in particular has a key role in dealing with bullying behaviour in school because he/she is in a strong position to influence attitudes and set standards in dealing with such behaviour. Principals and other leaders in the school, including all educators, should strive to engage an ethos under which bullying is unacceptable.

All who are identified as leaders within the school community can ensure that practical steps are taken to challenge and respond to bullying.

School leaders should also involve both staff and pupils in developing and implementing a vision of the school where diversity is accepted and celebrated.

As pupils model their behaviour on that of adults, principals and educators have to be careful to act as good role models and not misuse their authority. Moreover, they should be fair, firm, clear and consistent in their disciplinary measures.

8. A school-wide approach

9.1. A school-wide approach (involving school management, staff, parents and learners) to deal with the problem of bullying behaviour is an element of effective practice. Bullying behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school, ultimately, in the wider community.

9.2. A positive school- wide attitude and involvement can assist considerably in countering bullying behaviour in schools. In addition to the role of management and staff, parents and learners have a role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within the school of bullying behaviour that occurs elsewhere. Parents should also recognise that a school that openly discusses bullying is acting positively and that they need to work with their school to ensure there is a coherent, a school-wide approach to tackling the issue.

9.3. Bullying behaviour thrives in an atmosphere of uncertainty and secrecy in which the pupil often feels a sense of hopelessness and futility against the power being exercised by the person engaged in bullying behaviour. A high degree of school-wide vigilance and openness is important in ensuring that bullying behaviour can be adequately tackled.

9.4. The establishment of community links is important in regard to countering bullying behaviour and should be encourage as a normal part of the school's effective operation for example, bullying behaviour can occur on a journey to and/from school. An anti-bullying school policy should embrace, as appropriate; those members of the wider community who come directly in daily contact with school pupils. Taxi drivers, school bus drivers, the management of your local shopping mall could be encouraged to play a positive role in assisting schools to counter bulling behaviour by reporting such behaviour to parents and/or to the school as appropriate. Through such approaches, a network is formed.

10. Shared understanding of what bullying is and its impact

The school must put in place appropriate systems to ensure that all relevant members of the school community have a shared understanding of what constitutes bullying behaviour. The manner in which a school will develop and communicate this shared understanding amongst its learners will depend on factors such as age and maturity of the learners concerned.

11. Implementation of education and prevention strategies including awareness rising

11.1. The prevention of bullying must be an integral part of the written ant-bullying policy of all primary and high schools. Every school must document in its anti-bullying policy the specific education and prevention strategies that the school will implement. This must include documenting the measures being taken by the school to explicitly address and identify bullying including in particular racial, religious and homophobic bullying.

11.2. Effective practice includes prevention and awareness. Raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in learners.

11.3. As self-esteem is a major factor in determining behaviour, schools should through both their extra-curricular and curricular programmes provide learners with opportunities to develop a positive sense of self-worth.

11.4. Prevention and awareness rising measures must also deal explicitly with cyber-bullying. The best way to address cyber bullying is to prevent it from happening in the first place. Prevention and awareness rising measures should focus on educating learners on appropriate online behaviour, how to stay safe while on-line and also developing a culture of reporting any concerns about cyber bullying. The prevention and awareness measures should also take into account the scope for cyber bullying to occur as a result of access to technology from within the school.

11.5. A school's approach to tackling and preventing bullying should take particular account of the needs of learners with specialised education needs (LSEN), should join up with other school policies and supports and should ensure that all the services that provide for such learners work together. Approaches to decreasing the likelihood of bullying for LSEN learners include improving inclusion, focusing on developing social skills, paying attention to key moments such as the transition from primary to high school and cultivating a good school culture which has respect for all and helping one another as central.

11.6. A schools' prevention and awareness rising measures need to be appropriate to the type of bullying and take into account the age and gender of the pupils involved. Each school must work to raise the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour.

11.7. Schools could for example choose to have a staff development day on the subject of bullying complemented by an awareness day for learners and parents. An awareness day can help give the parents of a learner who is being bullied, the confidence to approach the school and also helps send a clear message to the parents of a pupil who engages in bullying behaviour that they have a major responsibility in addressing their child's behaviour.

11.8. Educators can influence attitude to bullying behaviour in a positive manner through curricular initiatives in their life orientation lessons. The CAPs and IEB curriculum makes specific provision for exploring bullying as well as inter related areas of belonging and integrating communication, conflict, friendship, personal safety and relationships.

11.9. There is space within the teaching of all subjects to foster at attitude of respect for all; to promote value of diversity; to address prejudice and stereotyping to highlight the unacceptability of a bullying behaviour. These lessons can be introduced in subjects like art, drama, dance and physical education.

12. Effective supervision and monitoring of learners

12.1. It is the responsibility of school management in conjunction with staff and learners to develop a system, under which good supervisory and monitoring measures are in place, both to prevent and to deal with bullying behaviour. Good supervision and monitoring systems also facilitate early intervention; such measures might include appropriate supervision of school activities on a rotation basis.
The identification of "trouble spots" and "problem times" can be very beneficial in preventing and dealing with bullying at school. All learners and in particular senior learners (prefects/executives) can be seen as a resource to assist in countering bullying. Non-teaching staff (cleaners, ground staff etc.) should also contribute to be part of the process to counter bullying behaviour in schools. In addition, strategies and measures to be developed to involve all parents.

12.2. The schools anti-bullying policy must confirm that appropriate supervision and monitoring policies and practices are in place to prevent any deal with bullying behaviour.

13. Support for staff

13.1. School management must ensure that members of staff have sufficient familiarity with the schools anti-bullying policy to enable them to effectively and consistently apply the policy when required. Support for staff should be appropriate to the individual's roles and should enable staff to recognise bullying, implement effective strategies for preventing bullying and where appropriate in intervening effectively in bullying cases.

13.2. Management must also make the appropriate arrangements to ensure that temporary and substitute staff has sufficient awareness of the school's code of conduct and its anti-bullying policy.

14. Consistent investigations, follow up and recording of bullying behaviour (including use of established intervention strategies)

14.1. A consistent and clear approach to dealing with bullying when it occurs is essential to effective practice. This section provides guidance and direction for schools in relation to the need to use established intervention strategies and ensuring consistent recording, investigation and follow up of bullying behaviour.

14.2. A learner or parent may bring a bullying concern to any educator in the school. Individual educators must take appropriate measures regarding reports of bullying behaviour in accordance with the schools anti-bullying policy.

15. Procedures for investigating and dealing with bullying
School management must ensure that the school has clear procedures for investigating and dealing with bullying and that these are set out in the schools anti-bullying policy. The schools' procedures must be consistent with the following:

15.1. The primary aim of the relevant educator in investigating and dealing with bullying is to resolve any issues and to restore, as far as practical, the relationship of the parties involved. (Rather than apportion blame)

15.2. In investigating and dealing with bullying, the educator will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

15.3. All reports, including anonymous reports must be investigated and dealt with by the relevant educator. In that way learners will gain confidence in "telling". This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be "telling tales" but are behaving responsibly.

15.4. Non-teaching staff such as secretaries, sport coaches, cleaners, ground staff and bus drivers must be encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them, to the relevant educator.

15.5. Parents and learners are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as practice, the relationship of the parties involved as quickly as possible.

15.6. It is important that all involved (including each set of parents and educators) understand the above mentioned process from the outset.

15.7. Educators should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by learners, staff or parents.

15.8. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.

15.9. All interviews should be conducted with sensitivity and with due regard to the rights of all learners concerned. Learners who are not directly involved can also provide very useful information in this way.

15.10. When analysing incidents of bullying behaviour, the relevant educator should seek answers to questions of: **What? Where? When? Why?** This should be done in a calm manner, setting an example in dealing effectively with conflict in a non-aggressive manner.

15.11. If a group is involved, each member should be interviewed; all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

15.12. Each member of the group should be supported through the possible pressures that they may face from other members of the group after interviews by the educator.

15.13. It may be appropriate or helpful to ask those involved to write down their account of the incident(s).

15.14. In cases where it has been determined by the relevant educator that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by referring to the schools Code of Conduct). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.

15.15. Where the relevant educator has determined that a learner has engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the schools anti-bulling policy and efforts should be made to try to get him/her to see the situation from the perspective of the learner being bullied.

15.16. It must also be made clear to all involved (each set of learners and parents) that any situation where disciplinary sanctions are required, that this is a private matter between the learner being disciplined, his/her parents and the school.

15.17. Follow up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date, if the learner who has been bullied is ready and agreeable (these learners might have to spend many years together in the same school environment).

15.18. In cases where the relevant educator considers that the bullying behaviour has not been adequately and appropriately addressed within 14 school days after he/she has determined that bullying behaviour has taken place, it must be recorded by the educator in the recording # Annexure (A).

15.19. In determining whether a bullying case has been adequately and appropriately addressed the relevant educator must as part of his/her professional judgement, take the following factors into account:

- o Whether the bullying behaviour has ceased
- o Whether any of the issues between the parties have been resolved
- o Whether the relationship between the parties have been restored as far as is practical; and
- o Any feedback received from the parties involved, their parents or the school principal or deputy principal

15.20. Where a parent is not satisfied that the school has not dealt with bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school complaint's procedure.

15.21 In the event that a parent has exhausted the school's complaints procedure and is still not satisfied, the school must advice the parents of their right to make a complaint to the department of education or utilise legislation like the **Harassment Act**.

16. Procedures for recording bullying behaviour

The SGB or School board must ensure the school has clear Procedures for the formal noting and reporting of bullying behaviour and these must be documented in the school's anti bullying policy. The school's procedure for noting and reporting bullying behaviour must adhere to the following:

16.1. While all reports, including anonymous reports of bullying must be reported and investigated and dealt with by the relevant educator, the relevant educator will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those regarding same;

16.2. If it is established by the relevant educator that bullying has occurred, the relevant educator must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationship of the parties involved.

16.3. The relevant educator must use the recording template **Annexure A** to record the bullying behaviour in the following circumstances:

- o In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 14 days after he/she has determined that the bullying behaviour occurred; and
- o Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the principal or deputy principal as applicable.

17. Bullying as part of continuum of behaviour

It is important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the schools anti-bullying policy must provide for appropriate linkages with the overall code of conduct reference.

18. Support for learners affected by bullying

18.1. A programme of support for learners who have been bullied must be in place. Such learners may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resiliencies whenever this is needed.

18.2. A programme of support for those learners involved must also be part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is therefore, important that the learning strategies applied within the school allow for the enhancement of the learners' self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

18.3. Learners who observe incidents of bullying behaviour should be encouraged to discuss them with educators.

18.4. Details of the school's programme for working with learners affected by bullying must be included in the school anti-bullying policy.

19. Ongoing evaluation of the effectiveness of the anti-bullying policy

19.1. The effectiveness of the schools anti-bullying policy should be subject to continuous review in light of the incidents of bullying behaviour encountered. The school should make provision for periodic examination of the prevention and intervention strategies in place. Surveys of learners, staff and parents can, if properly conducted, provide important information about the effectiveness of the anti-bullying measures in place and identify and significant behaviour trends that may benefit from early intervention.

19.2. It is recommended that the implementation and effectiveness of the anti-bullying policy be included as an agenda item for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.

THE DEVELOPMENT OF A STRATEGY & POLICY ON THE PREVENTION & MANAGEMENT OF BULLYING

Annexure 1

Template for recording bullying behaviour

1. Name of learner being bullied and grade

Name: _____ Grade: _____

2. Name (s) and grades of learners engaged in bullying behaviour

Name	Grade

3. Source of bullying concern report (tick relevant box)

Learner concerned	
Another learner	
Parent	
Educator	
Other	

4. Location of incident(s) (tick relevant box)

In class	
On school premises	
Outside school premises	
On taxi	
At home	

5. Name and contact details of person(s) reporting bullying concern

6. Type of bullying behaviour (tick relevant box)

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

7. Brief description of bullying behaviour

8. Details of action taken:

9. Feedback given to the person reporting dates and times

10. Line Manager notified

Name: _____   Date: _____

Signed:_____   Date: _____
       (Relevant Educator)

Date submitted to Principal / Deputy Principal: _____

Annexure 2

Template Anti-bullying Policy

All sections of this template must be completed

1. In accordance with the requirement of the South African schools act (Act 84/1996) the SGB or Board of directors of Milton Primary School has adopted the following anti-bullying policy within the framework of the school's code of conduct.

2. The SGB/Board recognises the very serious nature of bullying and the negative impact that it can have on the lives of learners and is therefore committed to the following key principals of best practice in preventing and tackling bullying behaviour.

- ➢ A positive school culture and climate which:
- Is welcoming of difference and diversity and is based on inclusivity
- Encourages learners to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- Promotes respectful relationships across the school community
- Effective leadership
- A school wide approach
- o A shared understanding of what bullying is and its impact
- ➢ Implementation of education and prevention strategies including awareness raising measures that:
- o Build empathy, respect and resilience in learners; and
- o Explicitly address the issues of cyber-bullying and identity-based bullying including particular, racial and homophobic bullying
- Effective supervision and monitoring of learners
- Support for staff
- Consistent recording, investigation and follow up of bullying behaviour (including the use of established intervention strategies); and
- Ongoing evaluation of the effectiveness of the anti-bullying policy

3. In accordance with our code of conduct, bullying is defined as the following

   Insert section: 2

   Isolated or once off incidents of initial negative behaviour, including a once-off hurtful or offensive text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the schools Code of conduct.

   Negative behaviour that does not meet with the definition of bullying behaviour will be dealt with by the schools Code of conduct.

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4. The relevant educators for investigating and dealing with bullying-behaviour are:

Name	Grade

5. The education and prevention strategies (including strategies specifically aimed at cyber – bullying and identify based bully) that will be used by the school are as follows:

6. The school procedure for investigation follow up and recording of bullying – behaviour and the establishment of intervention strategies used by the school for dealing with cases of bullying behaviour are as follows relevant educators for investigating and dealing with bullying-behaviour are:

7. The school's programme of support for working with learners affected by bullying is as follows:

8. Supervision and monitoring of learners

The SGB/Board of Milton Primary School confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. Prevention of harassment

The SGB/Board confirms that the school will take all steps that are reasonably practical to prevent the sexual harassment of learners or staff or the harassment of learners or staff on any of the following grounds; i.e.: Gender, religion, family status, sexual orientation, age, disability or political affiliation

10. This policy was adopted by the SGB/board on 1 January 2020.

11. This policy has been made available to school personnel and is readily accessible to parents and learners on request.

12. This policy will be reviewed and updated every year.

Signed_____ Date: _____2022|01|21_____
　　　　　　　Chairperson

Signed_____ Date: __2022/01/21_____
　　　　　　　Principal

Signed_____ Date: __2022|01|21_____
　　　　　　Deputy Principal

Date of next review: ___2023/01/20_____