



School Policy

Anti-Bullying

Approved By Lea Hadley – Principal

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Last Reviewed November 2019

RATIONALE

Our Business Plan outlines a vision which challenges us to create a learning community based on the values of excellence, care, cooperation, perseverance and responsibility. Each person is recognised as a unique individual, so we all have a right to be respected and a responsibility to respect each other.

We aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted. Therefore, we do not tolerate bullying in any form. All members of our community including students, staff and parents are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all.

VIOLENCE AND AGGRESSION IS UNACCEPTABLE

DEFINITION

Bullying is a wilful, conscious desire to repeatedly hurt, threaten or embarrass someone.

- A repeated and unjustifiable behaviour intended to cause fear, distress and/or harm to another.
- May be physical, non-physical, non-verbal, direct or indirect.
- Is conducted by a more powerful individual or group against a less powerful individual or group who are unable to effectively stand up for themselves.

TYPES OF BULLYING and examples	Direct	Indirect includes cyber bullying
Physical	<ul style="list-style-type: none"> • Hitting, slapping, punching, kicking, pushing, shoving, strangling, choking, spitting, biting, pinching, scratching, head butting, hair pulling 	<ul style="list-style-type: none"> • Getting another person to harm someone
Non-physical includes cyber bullying	<ul style="list-style-type: none"> • Name-calling, verbal abuse or insults • Teasing or making fun of • Demanding money, food or possessions • Forcing another to do something • Threatening harm • Negative cultural, religious, sexual comments or jokes 	<ul style="list-style-type: none"> • Spreading rumours • Trying to get other students to not like someone • Teasing or making fun of • Taunts to self-harm • Inaccurately recollecting events with the intent to "save someone from being in trouble" or "to get someone into trouble"
Non-verbal	<ul style="list-style-type: none"> • Threatening and/or obscene gestures (including the demonstration of use of a weapon) • Intimidating/threatening body language • Blocking with body, pushing out of the way • Slamming doors, pushing furniture • Throwing or breaking objects • Use of or attempt to use a weapon or object on someone 	<ul style="list-style-type: none"> • Deliberate exclusion from a group or activity • Removing and hiding and/or damaging others' belongings



A **Bystander** is someone who sees bullying or knows that it is happening to someone else. Bystanders can be identified in the following categories:

1. **Supporters**- support the person bullying, either by helping the child to bully the other person or by encouraging the person bullying.
2. **Spectators**- gather or deliberately stay to watch the incident (sometimes from concern and sometimes for enjoyment).
3. **Witnesses**- Are aware that the incident is occurring (ie know about the bullying or see it from a distance).

OBJECTIVES

- To raise awareness among staff, students and parents about bullying.
- To actively counter bullying at our school.
- To provide strategies to resolve conflict and to respect differences.
- To create a school environment where all students, staff and parents feel safe and welcome.
- To create a climate where it is okay to talk about bullying and to ask for help.
- To promote positive mental health and well-being, including resiliency.

RIGHTS AND RESPONSIBILITIES

- **Every person has the right to feel safe.** Any person who bullies another person is denying them of that right. The right to feel safe means we have a responsibility to consider how we speak and act towards others.
- **Every person has the right to be treated with respect and fairness.** This means we show respect to other people, their property, in class and in the playground. All people have the responsibility to show manners and courtesy towards each other.
- **Every person has the right to learn.** This means we do not adversely affect the learning of another student.
- **Every person has the right to confidentiality.** This means that when a person confides in someone about bullying it will be taken seriously and only discussed with others on a need to know basis.

At school it is everyone's responsibility to take the necessary steps to stop bullying behaviour. The school will not tolerate any action that undermines a person's right to feel safe, respected and to learn. As such every reported incident will be followed up.

RESPONSIBILITIES

All staff will:

- Be familiar with, promote and implement the school's Anti-Bullying Policy.
- Be a model of caring, tolerant and positive behaviour by adopting positive behaviour management strategies.
- Reinforce positive behaviour in class and in the playground.
- Actively listen to reports of bullying and follow the school behaviour management procedures.
- Integrate anti-bullying messages and relevant strategies into the learning and teaching program.
- Be obviously present during lunchtime and recess duties, as a deterrent to possible incidents of bullying.



The Health and Wellbeing Committee will:

- Support (eg organise professional learning), monitor and biannually review the Anti-Bullying Policy, documents and procedures.

Students who are bullied are encouraged to:

- Communicate with a teacher, staff member, and their parents, and to give full details of the events.

Students who witness bullying should:

- Intervene only if safe to do so.
- Seek teacher assistance as soon as possible.

Parents should:

- Be a model of caring, tolerant and positive behaviour.
- Encourage their children to speak about any incident of perceived bullying.
- Listen sympathetically, without judgement, to reports of bullying.
- Speak to the class teacher as soon as possible about the perceived incident NOT the alleged student/s or their parents.
- Work with the school in seeking a permanent solution.

Parent witnesses should:

- Be limited to verbal intervention only.
- Seek teacher assistance as soon as possible.
- Document the incident if requested by school staff.

Induction of new students and staff

- Class teachers to introduce new students to desired outcomes and prevention programs.
- Line managers/administrators and team leaders to discuss the Anti-Bullying Policy with new staff.