



Respect

Responsibility

Creativity

Resilience

ANTI-BULLYING POLICY

DOCUMENT CONTROL

File Location:	J:\Common\Policies\Approved Policies\Anti-Bullying Policy.pdf
-----------------------	---

Approved By: Principal Governing Council	Principal: Andrew Dowling	Governing Council Chairperson: David Lister
---	-------------------------------------	---

Next Review: 24 months	Policy Scope: School Specific	Date Approved:
----------------------------------	---	-----------------------



STATEMENT

Bullying, harassment and violence are hurtful and destructive. Physical bullying *can be seen*. Cyber bullying happens *behind the screens*. Bullying, harassment and violence continue to be issues of concern for students and their parents/guardians.

Bullying, including cyber bullying; and harassment and violence, is not acceptable in this school and will be dealt with seriously and expediently.

The school will work with the school community and other services and agencies to support its students in being responsible and productive members of this community.

DEFINITIONS

The following definitions are nationally agreed to, Coalition agreed to, and Equal Opportunity agreed to definitions.

Bullying

Bullying is repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies.

Conflict or fights between equals and single incidents are not regarded as bullying.

Bullying in any form or for any reason can have long-term effects on those involved, including bystanders.

Discrimination

Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

Harassment

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability, and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

Violence

Violence is the intentional use of physical force or power, threatened or actual, against another person/s that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

Cyber-bullying

Cyber-bullying is bullying which uses e-technology as a means of victimising others. It is the use of an internet service or mobile technologies—such as e-mail, chat room discussion groups, instant messaging, apps, web pages or SMS (text messaging)—with the intention of harming another person. Examples include communications that seek to intimidate, control, manipulate, put down or humiliate the recipient.

Sexual Harassment

Sexual harassment is unwelcome sexual conduct which makes a person (male or female, of the same or opposite gender, same-sex attracted, bisexual or transgender) feel offended, humiliated and/or intimidated, where that reaction to the conduct is reasonable in the circumstances. Sexual harassment can be a single incident, repeated or continuous, direct or indirect, and take various forms.

REPORTING AND RESPONSIBILITIES

Who to report to?

Parents and students may choose to report incidents of bullying, including cyber bullying, to their class teacher in the first instance and, if the incident is serious or unresolved, to Site Leadership, or to someone on the school's staff they have confidence in. It is difficult for the school to follow up on an incident if it is unaware of it and therefore, reporting of incidents should be made easy and encouraged.

How to report?

Younger students can talk to their teacher, yard duty teacher or any member of staff they feel comfortable with. Older students can do the same or they can complete a classroom bullying reporting form and hand to the class teacher or complete a bullying report via the intranet.

Parents may find it helpful to write down the details of the incident as a first step. A face-to-face discussion is usually the best way of reporting an incident and, if they are dissatisfied with the outcome, they can follow up with a written statement with the request for a further meeting. If seriously concerned about the manner in which the school is dealing with an incident, a parent can contact the Education Complaint Unit.

When to report?

Reporting of an incident should occur as soon after the incident as possible. This gives the school the best opportunity to follow up the incident and intervene.

The school principal will provide to the school Governing Council updates twice a year in relation to school bullying data and trends.

HOW TO RECOGNISE BULLYING

Students who are being bullied or harassed may not talk about it with their teachers, friends or with the school's staff. They may be afraid that it will only make things worse or they may feel that it is wrong to 'tell tales'.

This is why parents and school staff have an important part to play in helping the school and the student deal with bullying. A change in behaviour in students may be a signal that they are being bullied or they have some other concern.

Signs

Some signs that a student is being bullied may include but not limited to:

- unexplained cuts, bruises or scratches
- emotional and social withdrawal
- damaged or ripped clothing
- vague headaches or stomach aches
- refusal to go to school
- asking for extra pocket money or food
- tearfulness, anxiety or difficulty sleeping
- 'hiding' information on mobile phones, emails or in comments on their social networking pages

PROCEDURES OF REPORTING

All staff will take bullying and harassment seriously. In accordance with the school's Behaviour Development Policy all matters will be investigated thoroughly and in a timely manner.

All classes will have a dedicated report form on the intranet for students to complete when incidents occur and teachers will ensure that these forms are dealt with in a timely manner. All R-2 classes will be given adequate time for bullying to be reported to the teacher throughout each day.

All yard duty teachers will wear a high visibility vest for ease of access and students may approach the teacher. The teacher will investigate any reports of bullying or harassment in the yard.

Any reports of bullying or harassment will be documented in classroom notes, EDSAS and/or IRMS (Incident Reporting Management System). These will include actions taken.

Any staff member who discovers that a student has misused e-technology will report it appropriately. All staff will attend to the guidelines and policies of DfE and the school, and respond accordingly.

ACTIONS

- Care will be taken in matching the chosen method/s of intervention with the nature of the case of bullying being addressed. The six methods of intervention include:
 - The traditional disciplinary approach
 - Strengthening the victim
 - Mediation
 - Restorative practice
 - The support group method
 - The method of shared concern
- Some flexibility is needed in how incidents are tackled, depending on, for example, the nature, severity and extent of the bullying. When sanctions are applied, they will be appropriate to the severity of the offence. In extreme cases, under the Regulations pursuant to the Education Act, the principal can suspend or exclude a student from attendance at school if they:
... act in a manner that threatens the safety or well-being of a student, member of staff, or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person).
- The principal may use these regulations for incidents that occur off-site and/or out of school hours if another student's safety or wellbeing has been threatened. Therefore, these regulations can be used for incidents of cyber bullying or violence outside of the school grounds.
- The student who has been bullied may need support and assistance from the school after the problem has been resolved. This is because the effect of being bullied may result in continued anxiety, which can affect a student's capacity to learn. The school also has access to a list of resources that families and individuals can access for ongoing assistance.
- Suitable level of responses will be made once all information has been gathered, any perpetrators have been identified, and the context of the situation been assessed.
- Follow-up of students who are victims or perpetrators of bullying will be required to ensure they feel safe at school and remain connected to the school following an incident.
- Parents of victims will be notified of the incidents in an expedient manner and any outcome will be reported to those parents in a manner that does not disclose personal information or confidentiality.

- Parents of perpetrators will be notified of the incidents in an expedient manner and any outcome will be reported to those parents in a manner that does not disclose personal information or confidentiality.

STRATEGIES

- Regular Professional learning for staff to update skills and reflect on current practices and maintain continuity of existing programs and agreed actions.
- Junior Primary students will have class time to discuss issues that have occurred in the yard and the choices or processes used to solve them. This time will also be used to mediate unresolved issues. Primary students will fill in a bullying incident report form straight after playtime that allows for a timely response to support a resolution and documentation of potential ongoing issues.
- Equipment will be made available during playtimes to encourage active play and teamwork.
- The school will promote events such as Harmony Day, Assemblies and SRC meetings and include them in the learning program where appropriate.
- All requirements in the Cyber safety: Keeping children safe in a connected world will be implemented, including permission to publish work and ICT user agreement forms.

OTHER CONSIDERATIONS

Positively reinforcing appropriate behaviour is a significantly important part of behaviour development. Our aims are to provide more positive reinforcement within the class than negative consequences through a consistent and committed plan and approach. We believe inappropriate behaviours will be minimised where planning, action, and common understandings have been taken to create a positive classroom environment and positive school environment.

The school will consider the needs of students with disabilities (including learning disabilities), students under guardianship, Aboriginal and Torres Strait Islander students, gifted students, students who are same sex attracted and students who identify as transgender.

Enable parents and/or students to annually acknowledge/agree to the school's Student Code of Conduct.

PREVENTION, INTERVENTION AND COPING STRATEGIES

Teachers may implement suitable intervention strategies in behaviour development that will assist a student in their development. This may be in the form of strategies such as engaging in a supervised lunch play program. These strategies are not consequences and will not be recorded as such but may be documented as a strategy towards achieving improvement.

Staff are encouraged to keep an open dialogue with parents when it comes to behaviour development. This enables staff to inform parents of issues that arise, and even the consequences put in place, so that a respectful and informed learning partnership between school and home is developed and maintained.

TRAINING AND DEVELOPMENT

- All staff will undertake mandatory in-service training of Responding to risks of Harm, Abuse and Neglect - Education and Care.
- All regular volunteers undertake a variation of Responding to risks of Harm, Abuse and Neglect - Education and Care.
- All staff will have an understanding of this policy and the policies of DfE.
- All staff will have an understanding of the procedures involved when dealing with bullying.
- Teachers will be trained in the Keeping Safe: Child Protective Curriculum.
- Staff may approach the principal to undertake their own training in regard to bullying; this may include trainings such as neuroscience and brain theory, managing abuse related trauma students, or other trainings to assist in the understanding and management of bullying at both the victim and perpetrator perspectives.

DISTRIBUTION

This policy and any attachments will be placed on the school's website with easily accessible links. The policy will be tabled at Governing Council and be held in the Eden Hills Primary School Policy folder.

DOCUMENTED PROCESS

The documents that relate to the development and implementation of this policy include:

- Eden Hills Primary School Behaviour Development Policy
- DfE Behaviour support policy
- Anti-bullying Policy – School Audit Checklist
- Cyberbullying - parents and carers guide
- Six methods of intervention in dealing with bullying (Rigby, K)
- Keeping Safe, Child Protection Curriculum

Endorsed by:

Andrew Dowling
Principal

David Lister
Governing Council Chairperson

Date Approved: / /