

Albert Park Primary School

ANTI-BULLYING

POLICY

Rationale

Albert Park Primary does not tolerate bullying in any form. We aim to create an environment of mutual respect in which all students, teachers and community members can grow and learn, feeling they are safe and valued at all times. The purpose of this policy is to actively contribute towards this aim.

This policy should be read in conjunction with the Student Engagement and Inclusion Policy.

Definition

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

Aim

The aim of this policy is to create a positive environment where bullying is not tolerated and where all students, parents and staff work towards:

- Allowing every student to have the opportunity to meet their personal and educational potential in an environment that fosters The Albert Park Way
- Preventing bullying behaviours
- Dealing effectively with any bullying that occurs
- Equipping students with the tools to help them deal with challenging situations such as bullying behaviours

Implementation

All members of the school community have the right to learn and work in a respectful environment and to understand and acknowledge that:

- Bullying is unacceptable
- Harassment on the grounds of sex, race, colour, religious belief and physical impairment is illegal
- Bullying behaviour may have a negative effect on student's social and emotional wellbeing and ability to participate in school
- Victims need appropriate support
- Students who exhibit bullying behaviours need support in learning alternative social actions
- Bullying behaviour may have a broad negative impact, not only on those directly involved in the incident

To combat bullying we must first understand what bullying is. Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

There are some specific types of bullying behaviour:

- **verbal or written abuse** - such as targeted name-calling or jokes, or displaying offensive posters
- **violence** - including threats of violence
- **sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
- **homophobia** and other hostile behaviour towards students relating to gender and sexuality
- **discrimination including racial discrimination** - treating people differently because of their identity
- **cyberbullying** - either online or via mobile phone.

What is not bullying? There are also some behaviours, which, although they might be unpleasant or distressing, do not constitute bullying:

- **mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- **social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Potential Impacts of Bullying

Bullying behaviours may have a significant adverse impact not only on the individuals directly involved but the broader school community, Potential impacts of bullying may include:

- The student who has been impacted by bullying and their family, may suffer emotional and physical distress
- The student who has been exhibiting bullying behaviours may be emotionally impacted by this behaviour
- Bullying creates a climate of intimidation and fear in which effective learning cannot take place, this may lead to students not feel comfortable at school and increased absenteeism
- Students who are aware of bullying but do nothing about it often feel guilty and ashamed
- It may also impact on the way in which the school is perceived in the broader community.

Both students who bully and the bystanders can:

- become desensitised to cruelty and injustice
- fail to develop social responsibility
- and, in some cases, become involved at a later stage in workplace bullying and/or other forms of anti-social behaviour

We have a strong commitment to prevent and minimise any bullying behaviour in the school. We are committed to the use of a combination of many approaches as we believe there is no one simple strategy to achieve a safe and harmonious environment.

Albert Park Primary School will;

- Ensure behaviour that constitutes bullying is clearly defined by students, parents and staff
- Ensure this policy and other anti-bullying initiatives are communicated to students and the broader school community
- Actively encourage all members of the school community to report incidents of bullying
- Promote a secure and happy school environment free from bullying through the curriculum
- Investigate any complaint by a student or parent and action will be taken in accordance with behaviour management guidelines in the Student Engagement and Inclusion Policy
- Ensure staff and students recognise forms of bullying
- Ensure staff and students recognise that support, counselling and mediation will be part of the response to bullying incidence
- Provide suitable counselling, monitoring and support for students, teachers and parents through the School Guidance Officer, as appropriate
- Ensure all complaints of bullying are handled as promptly as possible, noting that it is important to provide all those involved with an opportunity to discuss the issue and be informed of the school's course of action.

It is important that all students speak out to break the code of silence and secrecy. This is not 'dobbing' but acting responsibly. Victims of bullying also need to feel safe to report incidents to teachers.

This requires parents to:

- Watch for any signs that their child is being bullied
- Inform the school if they suspect that bullying is taking place
- Discourage their child from retaliation if he or she is being bullied
- Be prepared to discuss incidents with the school and to co-operate with the school (in partnership) to solve the problem. (This would apply to the parents of the victim and the parents of the bully)

When staff, students and parents work together we can create a safe and caring environment where personal growth and self- esteem for all is actively promoted.

This policy applies to all school events on and off site.

Related Policies

Student Wellbeing and Inclusion

Evaluation

This policy will be reviewed as part of the school's three-year review cycle and as required by developments in relevant legislation or DET guidelines.

This policy was ratified by School Council on....

19TH June 2017

APPENDIX ONE Procedures for dealing with Bullying behaviours

Procedures for dealing with unacceptable behaviours

The process below outlines the process for dealing with unacceptable behaviours. Then a restorative conversation take place, dealing with all student welfare issues, including bullying.

Step by Step Approach

The following is a step by step approach to school actions and consequences. This is a fluid approach and the entry point of the approach will be different for different children and different situations and circumstances.

Step 1 Teacher Chat

- Open minded approach where everyone has an opportunity to tell their story
- Reminder of the Albert Park Way
- Ensure student is clear about inappropriate behaviour and acknowledges what they have done wrong
- Apology if appropriate

Step 2 Withdrawal from class program or play situation

- Timeout in classroom to reflect on behaviour/or quiet play area
- Moved to another classroom
- Students record what they did and how they would do it differently, in line with the Albert Park Way

Step 3 Discuss with Principal, Welfare Coordinator or leadership members

- Immediate withdrawal from class or playground to supervised area outside the office
- Staff member records incident on GradeXpert
- Incident form completed

Step 4 Following actions taken by principal or delegate in conjunction with staff involved:

- Parents informed/meeting arranged
- Counselling/restorative justice action taken – students meets with Lanie

Step 5 Serious Breaches of Student Behaviour

Principal, staff involved will follow DET guidelines for Student Engagement and Inclusion Policy

1. Behavioural contract meeting with parents and principal. Parents and Principal to sign. Student warned that if contract is broken they are suspended (level of suspension depends on severity of behaviour)
2. Student breaks contract. Parent informed.
3. Student suspended (school follows course of action signed off by parents and the principal in contract)
4. Students who continue to break behavioural contracts will be considered for Expulsion.
5. Expulsion will follow the guidelines set out by DET in the student engagement handbook.

Procedures the school will use to respond to a confirmed incident of bullying:

The process below outlines the process for dealing with confirmed bullying incidents. Then a restorative conversation take place, dealing with all student welfare issues, including bullying.

- Record any statements from the recipient of bullying. This information will be recorded on GradeXpert and kept for future reference.
- Record any statements from witnesses
- Record any statements from the student who allegedly bullied
- Discuss a range of possible solutions to manage the situation and find a resolution to which all parties involved agree
- Advise all involved that they may make additional reports if they are not satisfied that the issue has been resolved
- Advise the parents of the recipient, and the student who bullied, of the incident
- Monitor and record the situation on an ongoing basis
- Where necessary provide support and the opportunity for counselling for the recipient and the student who bullied
- Develop an Individual Behaviour Management Plan, where necessary, for the student who bullied and the recipient, to promote and establish positive peer relationships
- Establish graduated behaviour management strategies for the student who has bullied.

Most incidents will be dealt with by the class or yard duty teacher. Incidents of repeated or ongoing bullying or incidents of a serious nature will be referred to the Principal or Principal's representative who will deal with them in the following manner:

- Meet individually with the students involved (victim and bully or bullies)
- Give the bully the opportunity to make amends for his/ her behaviour. This is to be acceptable to the victim
- Determine appropriate action to be taken. Depending on the seriousness of the case this may involve: timeout, strict supervision, counselling and/or suspension
- Inform/ involve parent/s
- Inform Regional Office / Health & Community Services if deemed necessary
- Referrals to appropriate agencies may be sought
- Hold a follow up meeting to discuss the progress of all parties involved

Parties involved will be advised of their right of access to the Department of Education and Training complaints procedures or to seek external review through the office of the State Ombudsman.

A summary of the programs for students, teachers and parents to promote social competency and an anti-bullying environment.

These programs develop in students the strategies that promote a caring, positive and pro-social school community based on positive relationships and include:

- BounceBack and The Albert Park Way promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Professional development activities focussing on student welfare issues are attended by individual teachers, teams of teachers and leadership.
- Albert Park Learner agreements, co-created with students in every classroom and specialist program, are stated positively and support the principles and practices of the school welfare program and endeavour to develop:
 - an understanding and use of common language
 - the attributes of the learner profile and attitudes
 - social skills and social competencies.
- Attitudes To School Survey will inform school responses to Student safety issues.
- Opportunities for alternative lunchtime programs e.g. choir, library access
- Weekly awards given at school assemblies
- Parents are encouraged to work with the school and students in a range of programs.
- Junior School Council
- School Leaders
- Up Day- orientation in new levels of the school
- Prep Transition Program
- Class Meetings
- Parent Class Meetings led by the parent connect group
- A significant, relevant, challenging and engaging curriculum
- Buddies Program
- Daily yard supervision is provided at specified times
- Student Leadership Program

It is important that all students speak out to break the code of silence and secrecy. This is not 'dobbing' but acting responsibly. Victims of bullying also need to feel safe to report incidents to teachers.

This requires parents to:

- Watch for any signs that their child is being bullied
- Inform the school if they suspect that bullying is taking place
- Discourage their child from retaliation if he or she is being bullied
- Be prepared to discuss incidents with the school and to co-operate with the school (in partnership) to solve the problem. (This would apply to the parents of the victim and the parents of the bully)

When staff, students and parents work together we can create a safe and caring environment where personal growth and self- esteem for all is actively promoted.

In summary, the Albert Park Primary School community is continually striving for the establishment of a cohesive, supportive and inclusive culture with a zero tolerance of bullying. The implementation of student welfare initiatives and understandings at all

year levels provides students with strategies to develop positive relationships and contributes to the creation of a caring, pro-social school environment. Parents, teachers and students are supported by the provision of a variety of anti-bullying resources, programs, professionals and outside agencies.

All complaints of bullying will be handled as promptly as possible, noting that it is important to provide all those involved with an opportunity to discuss the issue and be informed of the school's course of action.

APPENDIX TWO CYBER BULLYING

Multimedia technologies have created new domains in which young people learn and interact. Technology such as mobile phones, SMS, in-phone cameras, emails and chat rooms can be an effective way to learn and a great way to communicate. Unfortunately some people use this technology to bully others by sending threatening or unwanted messages or spreading nasty rumours.

Cyber-bullying is the use of internet and mobile phone services, including emails, chat rooms, discussion groups, instant messaging and short messaging (SMS), to ridicule, harass, humiliate, intimidate or threaten others. This can take the form of teasing, spreading rumours, sending unwanted messages and defamation. Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

Process for dealing with cyber-bullying is the same process for personal bullying. This document should be read in conjunction with the Student Engagement and Inclusion Policy

Strategies for Schools to prevent and respond to cyber bullying

- eSmart Pledge for use of computers in the classroom
- I.C.T Acceptable Use Policy at Albert Park Primary School (2016)
- Raise awareness in the school community that as an eSmart school we have policies in place that outline the values of the school and expected behaviours when students use digital technology and the internet. (see Albert Park Primary School Acceptable Use Agreement for the Internet and Digital Technologies)
- Provide robust policy, guidelines and education for students, staff and parents in relation to what is deemed acceptable and appropriate online behaviours.
- The school name, motto, logo and/or uniform must not be used in any way which would result in a negative impact for the School and its community.
- Students must not post photos or videos of either themselves and/or other students which clearly identify them as a member of the Albert Park Schools' community, nor post photos or videos taken during any school sanctioned activity. This includes off School events such as Sports Days and Camps.
- Members of the School community also have a responsibility to ensure that all on-line communications are in keeping with Albert Park Schools' expectations in relation to appropriate and respectful interactions with our teaching and non-teaching staff. Students will not post inappropriate comments about individual staff members which, if said in person, would result in disciplinary action being taken.
- Neither the School's network nor the broader Internet [whether accessed at school or off site, either during or after school hours, via any application] may be used for any purpose other than that which it was designed. Cyber-bullying, harassment, taking, sending and receiving naked or sexually explicit images (sexting) and other misuses of technology in cyberspace are unacceptable.

Staff who may have experienced cyber-bullying or threats online should immediately report such incidences to the Principal or the Assistant-Principal.

Cyber Safety Sites for Children and Parents

- Parents - <http://www.cybersmart.gov.au/en/Parents.aspx>

- Hectors World - <http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World.aspx> (A site for young children to explore online safety.)
- CyberQuoll- <http://www.cybersmart.gov.au/Kids/Fun%20things%20to%20do/Cyberquoll.aspx> (This site is for primary aged students.)
- CyberNetrix - <http://www.cybersmart.gov.au/cybernetrix/index.html> (A site for teenagers to learn how to be smart online.)
- Super Clubs Plus - <http://www.superclubsplus.com.au/> (An environment for students to learn about online social networks)
- <http://www.cybersmart.gov.au> and then follow the links to the News Article: I thought this was just meant to be fun.aspx
- www.acma.gov.au/cybersaftey
- www.cybersmart.gov.au/outreach.aspx

CyberBullying Information for Parents

Facts about Cyberbullying - <http://www.familysafecomputers.org/bullying.htm>

Tips on how to respond - Parents -

<http://www.adl.org/education/cyberbullying/tips.asp#family>

What is CYBERBULLYING? -

http://www.stopcyberbullying.org/what_is_cyberbullying_exactly.html

Types of Cyberbullies -

<http://www.stopcyberbullying.org/educators/howdoyouhandleacyberbully.html>

Quick Guide to Responding - Parents -

<http://www.stopcyberbullying.org/parents/guide.html>

Texting Glossary features thousands of relevant and up to date terms. -

<http://www.dtxtrapp.com/glossary.htm>

References and Resources

The Department of Education and Training

<http://www.education.vic.gov.au/school/principals/participation/Pages/reengagewellbeing.aspx>

You can do it by Michael E Bernard, PH.D

Anti-bullying Template for Schools by Helen McGrath

Friendly Kids Friendly Classrooms by Helen McGrath

Bounce Back by Helen McGrath

Hotshots by Helen McGrath

National Safe Schools Framework Dept of Education, Science and Training

<http://www.safeschoolshub.edu.au/>

The Bully You Can't See by Farah Tomazin

Cyberethics: Be alert but not alarmed by John Keyzers

Research Papers

Peer Harassment, School Connectedness and Academic Achievement by Marla Eisenberg

A Strategy to Help Students with Bullying by Katherine E. Gregory

Bullying and Harassment by Dr Donna Cross

Websites:

www.education.vic.gov.au/wellbeing/index

www.bullyingonline.org

www.bullyingnoway.com.au

www.ncab.org.au

www.cybersmartkidsonline.com.au

www.cyberquoll.com.au

www.transformingconflict.com

www.restorativejustice.org