

## Policy Statement

Bullying, harassment and violence in its many forms is not accepted at Burton Primary School. We as a school value the right to feel safe and believe in treating others as we would like to be treated. It is everyone's responsibility to ensure this happens. Bullying, including cyber bullying will be dealt with seriously and expediently. The school will work with the community, services and agencies to support students in making strong choices around their behaviour. We will educate our students to recognise what bullying is, what it is not and how to respond appropriately in given situations.

## DEFINITIONS

<p><b>Bullying</b></p>	<p>Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies. Conflict or fights between equals and single incidents are not defined as bullying. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.</p> <p><u>For use with younger students</u></p> <p>Bullying is when someone keeps picking on another child again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them. Although it isn't nice if someone says or does something mean to someone else, we don't necessarily call that bullying. It also isn't bullying if children have a one-off argument.</p> <p><u>For use with older students</u></p> <p>Bullying is when one student (or a group) keeps picking on another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them. Although it's neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it isn't bullying. A fight or disagreement between students of equal power or status isn't bullying.</p>
<p><b>Conflict</b></p>	<p>Conflict is a mutual disagreement, argument or dispute between people where no-one has a significant power advantage and both feel equally aggrieved. Conflict is different to bullying because there is always an imbalance of power in bullying. However, poorly-resolved conflict situations, especially those involving friendship break-ups or romantic break-ups sometimes lead to either aggression or bullying.</p>
<p><b>Covert Bullying</b></p>	<p>Covert bullying is a subtle type of non-physical bullying which usually isn't easily seen by others and is conducted out of sight of, and often unacknowledged by adults. Covert bullying behaviours mostly inflict harm by damaging another's social reputation, peer relationships and self-esteem. Covert bullying can be carried out in a range of ways (e.g. spreading rumours, conducting a malicious social exclusion campaign and/or through the use of internet or mobile phone technologies).</p>
<p><b>Cyber Harassment</b></p>	<p>A single episode of aggression (e.g. an insult, threat, nasty denigrating comment) against a specific student carried out through internet or mobile phone technologies.</p>

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<b>Cyberbullying</b>	Cyberbullying is a term used to describe bullying that is carried out through internet or mobile phone technologies. It is often combined with off-line bullying. It may include a combination of behaviours such as pranking (i.e. hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. It is also cyberbullying when a student(s) uses technology to run a multi-step campaign to bully another student, e.g. setting another student up to be assaulted, video-recording their humiliation, posting the video-recording online and then sending the website address to others.
<b>Discrimination</b>	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.
<b>Harassment</b>	<p>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; ability or disability and that offends, humiliates, intimidates or creates a hostile environment.</p> <p>Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person(s). It may be intentional or unintentional, i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless.</p> <p>Harassment is unacceptable and needs to be addressed as part of creating a safe school but it would not be considered bullying if any one or more of the following three features were present:</p> <ul style="list-style-type: none"> <li>• it occurred only once and was not part of a repeated pattern</li> <li>• it (genuinely) was not intended to offend, demean, annoy, alarm or abuse</li> <li>• it was not directed towards the same person(s) each time.</li> </ul>
<b>Violence</b>	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.
<b>Racism and Racial Harassment</b>	Racism is the assumption that members of one race are intrinsically superior to members of another race or races. This assumption of superiority is often used to justify discrimination and mistreatment. Racial harassment involves unwanted and one-sided words or actions towards a person (or persons) of a specific race that offend, demean, annoy, alarm or abuse. If these words or actions are repeatedly directed towards the same person it is called racial bullying.
<b>Sexual Harassment</b>	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.

*Additional definitions can be found in the National Safe Schools Framework Resource Manual (MCEECYSA 2011, pp 40-50*

## REPORTING AND RESPONSIBILITIES

### Reporting of a bullying incident

#### *Who to report to?*

Parents and students may choose to report incidents of bullying, including cyberbullying, to their classroom teacher in the first instance and, if the incident is serious or unresolved, to the Student Wellbeing Leader, Senior Leader, Deputy Principal or Principal, 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?*

Teachers will endeavour to identify any form of bullying in the classroom or out in the yard, however this is not always possible. It is the responsibility of students and bystanders to report any form of bullying their classroom teacher or teacher on yard duty. The yard duty teacher will attain as many details as possible and will inform the classroom teacher or member of leadership for further follow-up. Parents and students 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 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 Local Education Office for support.

#### *When to report?*

Reporting 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 principal will provide to the School Governing Council updates each term in relation to school bullying data and trends and any anti-bullying programs/initiatives in place or being considered. This report will be made available to the general community via the newsletter and be placed on the school website for easy access by parents.

### *Responsibilities of Leadership, Staff, Students and Parents*

The principal will decrease the likelihood of bullying and violence in the school by:

- developing, implementing and review regularly the school's anti-bullying policy (annually and to involve staff, parents and students)
- surveying regularly all or random selection of students, parents and teachers, in line with the review schedule for the school's policy
- providing Governing Council updates each term in relation to school bullying data and trends and any anti-bullying programs/initiatives in place or being considered and includes the topic of bullying behaviour as a council meeting agenda item at least once per term
- ensuring that new staff and new students and their families are aware of the school community's negotiated anti-bullying policy
- ensuring the inclusion, as part of the school's enrolment process, a requirement for parents and/or students to annually acknowledge/agree to the school's Student Code of Conduct
- managing the incidents of bullying in a way that is consistent the School's Behaviour Policy
- providing professional learning to leadership, teachers and key staff in effective strategies in managing bullying
- ensuring ongoing training and development of teachers, induction of students and the provision of information to parents
- managing a whole school change approach to ensuring the Keeping Safe: Child Protection Curriculum is implemented in all year levels
- ensuring all parents
  - have access to the school's anti-bullying policy and information about the Keeping Safe: Child Protection Curriculum and related documents, including providing them on the school's website
  - have access to the reports to Governing Council each term, via the newsletter and on the school's website
  - are aware of their rights to advocacy and of avenues open to them should they have grievances relating to the school's management of an incident of bullying

**School staff members will decrease the likelihood of bullying and violence in the school if they:**

- develop and foster positive relationships with students and families
- communicate and interact effectively with students and engage in cooperative problem-solving relationships to address issues of bullying
- participate in developing, implementing and reviewing the school's anti-bullying policy, curriculum and in-service offerings, and the procedures for managing incidents of bullying
- critically reflect on practices and develop the knowledge and skills needed to manage incidents of bullying successfully
- establish, maintain, make explicit and model the school's expectations relating to bullying
- participate in training and development related to decreasing bullying in schools
- support students to be effective bystanders.

**Parents will support the school in maintaining a safe and supportive environment if they:**

- keep the school informed of concerns about behaviour, their children's health issues or other matters of relevance
- communicate in a respectful manner with the school staff about issues of concern soon after these concerns arise
- follow up on these concerns and, if necessary, contact the Regional Office if the concerns are not resolved following intervention by the principal.

**Students will support the school in maintaining a safe and supportive environment if they:**

- are respectful towards other students, staff and members of the school community
- participate in sessions regarding the school's anti-bullying policy, the Keeping Safe child protection curriculum, being an effective bystander, and other sessions regarding behavioural expectations
- communicate with an appropriate adult if bullied or harassed or if they are aware that someone else is being bullied or harassed
- learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence.

## **RECOGNISING BULLYING**

Students who are experiencing bullying at school may respond in different ways. They may choose to open up and confide in a friend or staff member, or may choose to withdraw and internalise emotions. This is why parents and teachers 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:

- withdrawnness
- refusal to come to school
- stomach aches and headaches
- tearful, anxious and difficulties sleeping
- damaged or ripped clothing
- hiding information on mobile phones or social networks

## **OTHER CONSIDERATIONS**

The school will consider students with a disability, gifted students, Aboriginal and Torres Strait Islander students, students in care and students who are same sex attracted. The school will include in education plans any issues related to bullying, harassment, violence, discrimination or child protection matters.

At Burton Primary School it is important to recognise positive behaviour in class and out in the yard. We are committed to reinforcing positive behaviours through a consistent and committed plan and approach.

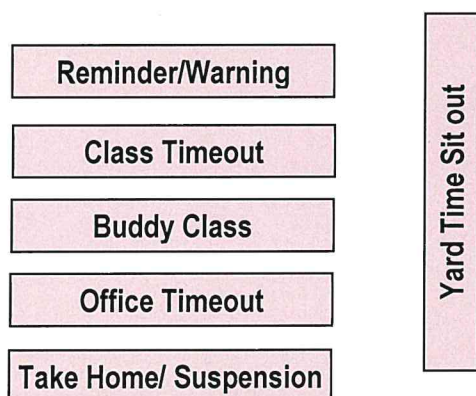
The school will include, as part of the enrolment process, a requirement for parents and/or students to acknowledge/agree to the school's Code of Conduct.

## ACTIONS

- 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 should be appropriate to the severity of the offence. In extreme cases, under the Regulations pursuant to the Education Act, Principals can suspend or exclude students from attendance at school if they:
  - act in a manner that threatens the safety or well-being of a student or member of staff, or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person).
- Principals can 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 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 and overall sense of wellbeing. The school has access to 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 has been assessed.
- Follow-up of students who are victims or perpetrators of bullying may 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 and parents of perpetrators will be notified of any outcomes.

## PROCEDURES FOR INAPPROPRIATE BEHAVIOUR

We recognise that at times students may make poor choices as they continue to develop stronger self-regulating skills. The school has formal structures in place for dealing with unacceptable behaviours. These levels operate along a continuum and consequences depend on the severity of the behaviour.



## PREVENTION, INTERVENTION AND COPING STRATEGIES

Students will be informed of the school's policy and what students can expect if they are the perpetrator or the victim of bullying. Student coping strategies used by the school will be detailed with a note that these will be different for each individual depending of the circumstances. The school's curriculum strategies that strengthen the school's anti-bullying policy, include the implementation of the Keeping Safe: Child Protection Curriculum, which is developed, communication and implemented. Other programs implement to support the policy include:

- Growing with Gratitude
- 'What's the Buzz'
- Peer Mediators/ PALS (Play at Lunchtimes)
- Social skills programs (small groups)
- Cyber safety lessons – Year 6/7
- Mental health first aid strategies and training
- E-Safety Toolkit for Schools Online

## BURTON PRIMARY SCHOOL – 3 SCHOOL RULES

Burton Primary School implement 3 whole school rules that ensure all students have a safe and enjoyable environment in which to learn.



## TRAINING AND DEVELOPMENT

Providing professional learning opportunities for teachers and induction of students are essential if consistent practice is to occur around the prevention of and intervention after incidents of bullying, harassment or violence. Parents to also be informed with information about school policies via the school's website, in the school's newsletter, and at information evenings.

- Compulsory undertaking of Reporting to Abuse and Neglect training for all staff
- All regular volunteers undertake Reporting to Abuse and Neglect training
- All staff have a solid understanding of DfE policies and procedures.
- Staff have an understanding of procedures when dealing with bullying
- Teachers will understand and implement Keeping Safe: Child Protection Curriculum.
- Staff responsible for own training and development around dealing with behaviour management and bullying.

## DISTRIBUTION

This policy will be placed on the school website. A hard copy of this policy will be made available to parents upon request. Information for families will be provided in the school newsletter.

## Relevant Procedures / Working Documents / Publications / Research

- Burton Code of Conduct Brochure
- Anti-Bullying Policy – School Audit Checklist and Support Information
- Connected: A Community Approach to Bullying Prevention within the School Gates and Beyond
- National Safe Schools Framework Resource Manual (MCEECYSA 2011, pp 40-50)

## Links to DfE Regulations

- Safer DECD Schools – Anti-bullying policy and practices

Signed and endorsed by:

Principal  
Date:

Governing Council Chairperson  
Date: