STUDENT ANTI BULLYING POLICY

DEFINITION:

Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Note: Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

RATIONALE:

Findon Primary School will provide a positive culture where bullying is not accepted, and in doing so, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in the school environment.

AIMS:

- To reinforce within the school community that no form of bullying is acceptable
- To ensure that everyone within the school community is alert to signs and evidence of bullying and have a responsibility to report it to staff whether as an observer (bystander) or victim
- To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator
- To seek parental and peer group support and cooperation at all times

DEFINITION:

This table describes the categories of bullying.

Category	Includes
Direct physical bullying	hitting, kicking, tripping, pinching and pushing or damaging property
Direct verbal bullying	name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
Indirect bullying	action designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes: lying and spreading rumours playing nasty jokes to embarrass and humiliate mimicking encouraging others to socially exclude someone damaging someone's social reputation or social acceptance

Category	Includes
Cyberbullying	direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

Mutual conflict: involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike: is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts: of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

IMPLEMENTATION:
- Parents, staff, students and the community will be aware of the school's position on bullying
- Findon Primary School will continue to use existing procedures and whole school approaches such as the Classroom Behaviour Process, Reflection Room Procedure, Restorative Practices, school values and introduce others as seen to be appropriate

Primary Prevention
- To provide a Social and Emotional Learning (SEL) curriculum i.e. Promoting Alternative Thinking Strategies (PATHS), Respectful Relationship Education (RRE) that develops skills in emotional regulation, relationship development and problem solving
- To provide programs that promote positive relationships, resilience, life skills and protective factors such as: Restorative Practices and circle time, KidsMatter, PATHS and RRE
- Values education for the whole school community
- Communication for parents via the newsletter
- Social skills programs to develop resilience, conflict resolution, assertiveness and problem solving for all students
- Each classroom teacher to clarify at the start of each year the school policy on bullying using the core values through the Quality Beginning School Program
- A developmental approach to behaviour management
- Access to Student Wellbeing Officer
- Staff to model the school values at all times

Early Intervention
- Ensure students have a clear understanding of what constitutes bullying
- Encourage and educate students on the role of a bystander
- Encourage students to report bullying incidents involving themselves or others
- Regularly remind students to report incidents
- Encourage parents to contact school if they become aware of a problem and continue to ensure parents are aware and updated of the situation as necessary
- Parent education through regular newsletter articles and the school website

Intervention
- Once identified all incidents are fully investigated and documented, and an action plan is developed

- Both bully and victim are offered counselling and support and parents remain a key part of this process
- Regular checking in with both parties
- If bullying is ongoing, parents will be contacted and consequences implemented consistent with the school's Classroom Management Plan, Outside Code of Conduct and Students Rights and Responsibilities

Consequences

Consequences may involve:
1. Withdrawal of privileges
2. Exclusion from class
3. Reflection Room
4. Exclusion from yard and or yard zoning
5. Ongoing counselling from appropriate agency for both victim and bully
6. School suspension
7. Regional support

EVALUATION: This policy shall be reviewed as part of the ongoing policy and process review.

REFERENCES:

https://www.education.vic.gov.au/school/principals/spag/safety/pages/bullying.aspx

APPENDICES:

Student Wellbeing, Engagement and Inclusion Policy
Student ICT Policies
Behaviour Management Policy
Classroom Behaviour Process Flow Chart
Relfection Room Procedure
Outside Code of Conduct
Student Rights and Responsibilities