

Anti-bullying Policy

Rationale

Kingswood Primary creates an enjoyable learning environment where students and staff can flourish and prosper, where bullying is not accepted, to ensure that 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 their school environment at all times. Bullying can be very destructive and will not be tolerated at any level, and serious consequences exist for students who choose to bully others.

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.

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 someones 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 someones social reputation or social acceptance
Cyber bullying	direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal

Anti-bullying Policy

	website or deliberately excluding someone from social networking spaces.
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Aims

- To reinforce within the school community what bullying is (including cyber bullying), and the fact that it is unacceptable.
- To alert everyone within the school community of the signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are investigated appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

Implementation

- Bullying may consist of physical harm, harassment, verbal insults or hurtful remarks, or actions designed to hurt somebody's reputation, social standing or to cause humiliation. Bullying may be carried out directly or indirectly and may include the use of digital technologies such as social network sites, websites or on-line chat rooms.
- Our school has adopted a zero tolerance position on bullying.
- Our school will combat bullying by providing a safe, secure and stimulating learning environment.
- We have adopted a four-phase approach to bullying.

1. Primary

Prevention:

- Professional development for staff relating to all forms of bullying (including cyber bullying), harassment and proven counter measures.
- Teachers will be trained in cyber safety. Cybersafety awareness programs will be provided for parents and cyber safety will form part of each child's ICT curriculum.
- Educate the school community about the seriousness of bullying, its impact on those being bullied, how bullying occurs and consequences of bullying.
- Community awareness and input relating to bullying (including cyber-bullying), its characteristics and the school's programs and response.
- The provision of programs that promote inclusiveness, resilience, life and social skills, assertiveness, conflict resolution and problem solving will form an integral part of our curriculum. In particular, assertiveness training and bystander training that builds skills in children to challenge and/or report unacceptable behaviour will be central to our curriculum.
- The curriculum to include anti-bullying messages and strategies eg: 'The Friendly Schools' and 'No Blame Approach to Bullying' programs.

2. Less Serious Incidents:

- All instances of suspected bullying or inappropriate behaviour must be responded to by staff.
- Parents are encouraged to contact the school if they suspect a bullying or behaviour problem.
- The school will reinforce with students the importance of appropriately reporting incidents of inappropriate behaviour involving themselves or others, and it is imperative that staff respond appropriately and proportionally to each allegation consistent with the school's Student Code of Conduct, including the proper reporting and recording of the incident on our on-line behaviour tracker.
- Parents are to be contacted if their child is alleged to have been bullied or experienced inappropriate behaviour, or if their child appears to have behaved inappropriately or bullied someone else.

Anti-bullying Policy

- Appropriate and proportional consequences may include a verbal apology, writing a letter of regret, completing a reflection process, loss of privileges etc.

3. Intervention:

- Serious incidents and/or repetitive incidents of bullying or unacceptable behaviour must be reported, responded to by staff and documented.
- Serious incidents are those that include physical assault, sexual assault, criminal activity involving theft or serious damage of property, serious threats, racial, religious or homophobic bullying etc.
- All such incidents or allegations will be properly investigated and documented. Depending upon the nature of each incident, they may also be reported to police, reported to the Student Critical Incident Advisory Unit, and/or reported to the Department's Emergency and Security Management Unit by following the DEECD guidelines for managing complaints and misconduct.
- The school may contact support professionals such as Welfare officers, Welfare coordinators or Councillors and/or Student Support Officers for assistance and support.
- Students and staff and parents identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered counselling and support.
- All repetitive or serious incidents must be brought to the attention of the principal class members of the school.
- The most appropriate staff member will contact parents of the targeted student. Principal class members will contact alleged bullies unless advised by police or other relevant authority not to do so.
- Regional Office will provide support as appropriate, and the Principal will monitor the investigation and review the situation until matters are appropriately resolved.
- Consequences of repetitive or serious incidents may include criminal charges, suspension, expulsion, loss of privileges, counselling, conciliation or any other consequences consistent with the school's Student Code of Conduct.
- A management strategy for all parties will be developed in consultation with the students and parents involved.
- Parents or community members who bully or harass or abuse staff will be provided with official warnings, and if necessary referred to the police, and/or have trespass restrictions placed upon them by the Principal consistent with the Summary Offences Act.

4. Post Incident:

It is important that appropriate strategies are put in place after the incident has been resolved for all students involved. Appropriate strategies may include:-

- Conciliation meetings between all parties.
- ongoing monitoring of students involved.
- identification of an agreed key contact staff member for each student involved.
- follow-up meetings regarding each child's management strategy.
- ongoing communication with parents.
- counselling from appropriate agencies of support officers etc for both parties.
- reinforcement of positive behaviours and appropriate behaviour strategies.
- support and counselling will be offered in the event of malicious or fictitious claims.

References

- [Department of Education and Early Childhood Development - School Policy & Advisory Guide](#)
- <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/students.aspx>

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle.

Anti-bullying Policy



Review

Version	Edited By	Endorsed By	Next Review
April, 2011	P&C Sub-committee	School Council	April, 2014
April, 2014	SD&E Sub-committee		April, 2017