# Anti-Bullying

**POLICY AND PROCEDURES**

**RATIONALE:**

To support schools to create safe and respectful school environments and prevent bullying, cyberbullying and other unacceptable behaviours.

**DEFINITIONS:**

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 someone's social reputation and/or cause humiliation. Indirect bullying includes:<br><br>lying and spreading rumours<br><br>playing nasty jokes to embarrass and humiliate<br><br>mimicking<br><br>encouraging others to socially exclude someone<br><br>damaging someone's social reputation or social acceptance |
| 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. |

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

**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.

**GUIDELINES FOR ACTION:**
Hallam Primary School

- provides a designated Assistant Principal role for students' wellbeing
- promotes and support safe and respectful learning environment where bullying is not tolerated

- has put in place whole-school strategies and initiatives as outlined in the Department's anti-bullying policy

- has developed a Student Engagement Policy that includes processes and strategies to prevent and respond to incidents of bullying and other forms of unacceptable behaviour.

- involves students, staff and parents in updating the Student Engagement Policy.

- works in partnership with parents to reduce and manage bullying.

- takes a whole-school approach focusing on safety and wellbeing.

**PROCESS:**

- Provision of programs that promote resilience, positive life and social skills, assertiveness, conflict resolution and problem solving.

- Restorative practices and Assertive Discipline will be implemented as deemed most appropriate by staff.

- Sequential consequences including walking with Yard Duty teacher, Circle Time, Restorative Conference, community service, Time-Out, completion of a project, withdrawal of privileges, exclusion from class, Detention, Playground or In-house Suspension, formal Suspension or Expulsion.

- Parents will be notified of the specific misdemeanor and interviews may be arranged in cases of severe breaches.

Note: A Student Engagement Policy should include a positive statement about the school's values and philosophy, and the related programs and strategies being implemented by the school to promote student engagement, high attendance and positive behaviours see: Department resources

| Approved By | Hallam Primary School Council |
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| Approval Date | 21 October 2014 |
| Date Reviewed | September 2014 |
| Responsible for Review | Assistant Principal |
| Next Review Date | September 2017 |
| References | **Education and Training Reform Act 2006** <br><br> **School Policy & Advisory Guide-Student Safety** <br> http://www.education.vic.gov.au/school/principals/spag/safety/Pages/safety.aspx <br><br> • Student Support Services <br><br> **DET Resources** <br><br> • Student Engagement and Inclusion Guidance <br><br> • Sexuality Education: <br><br>      Respecting Diversity: for teacher resources to support the inclusion of sexual diversity in the school's sexuality education program <br><br>      For Principals: for a copy of Supporting Sexual Diversity in Schools (2008). <br><br> • Bullying. NoWay! – the joint Australian Education Authorities website <br><br> • Safe Schools, National Safe Schools Framework providing a set of nationally agreed principles for safe and supportive school environments and includes appropriate responses that schools can use to address the issues of bullying, harassment, violence, and child abuse and neglect. |