

Tyers Primary School – Bullying and Harassment Policy

Purpose of this policy

Tyers Primary School is committed to providing a safe and respectful teaching and learning environment where bullying and harassment is not tolerated. Tyers Primary School believes that all students have the right to learn in a school environment in which they feel safe and secure.

This Bullying and Harassment Policy should be read in conjunction with the Tyers Primary School Student Engagement and Inclusion Policy.

The aims of the Bullying and Harassment Policy is:

- to explain what bullying and harassment are, and the fact they are unacceptable and will not be tolerated,
- to ask that everyone in the school community be alert to signs and evidence of bullying and have a responsibility to report it to staff whether as observer or victim,
- to ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators, and
- to seek parental and peer-group support and co-operation at all times.

Definitions

Bullying is when a person, or a group of people, repeatedly upset or hurt another person or damage their property, reputation or social acceptance. Bullying may be direct physical, direct verbal, indirect or cyber-bullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike.

Bullying can be:

- Direct physical bullying --- e.g. hitting, tripping, and pushing or damaging property.
- Direct verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- Indirect bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person, damaging a person’s social reputation or social acceptance, or cyber-bullying.

Cyber-bullying is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, chat rooms, social media, Xangas or MUD rooms. It could involve setting up a defamatory personal website or deliberately excluding someone from social networking spaces. It can be verbal or written.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome and which is reasonably likely to humiliate, offend, intimidate or distress a person. For example, teasing a student because of their speech impediment.

Implementation

Tyers Primary School will not tolerate bullying (including cyber-bullying) or harassment.

A school-wide approach will be taken to deal with bullying and harassment in a consistent and systematic way, with a focus on student safety and wellbeing.

Disciplinary measures will apply to students in breach of the behavior expectations established by the school and communicated through this Bullying and Harassment Policy (refer: Student Engagement and Inclusion Policy).

All complaints of bullying or harassment will be taken seriously and treated sensitively. This policy will be clearly communicated to students, parents and staff on the school’s website, through newsletters from time to time, in student forums and class discussions.

The school will conduct specific programs and initiatives to respond to bullying and harassment:

- Tyers Primary school's Vision, Mission and Values Statement and Student Promise will provide a framework for the schools approach to bullying and harassment.
- Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, tolerance, conflict resolution and problem solving.
- Student programs will be organised to raise student awareness about bullying and harassment, to provide a forum for discussion and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs, classroom discussions and occasional activities run by outside experts. The curriculum will include anti-bullying messages and strategies in line with DET materials e.g. Bully Stoppers
- Staff professional development programs will occur periodically to keep staff informed of current issues/strategies for dealing with bullying and/or harassment issues.
- Results from the Students Attitude to School Survey will be reviewed to discern areas of concern.

If students believe they are being bullied they may contact the Principal in the first instance, or a staff member they would prefer to discuss the matter with.

Student Support

If any staff member feels a student is at risk from bullying and harassing behaviours they should discuss their concerns with the Principal in order to ensure appropriate support for the student. It is important that staff document fully any actions taken in response to student bullying and/or harassment (see Appendix 2).

Some strategies that might be used by the school to assist the student may include:

- education in coping strategies,
- assertiveness training,
- problem solving,
- mentoring and social skills,
- counseling,
- peer support, and
- behaviour modification.

Related School Policies

This policy should be read and understood in conjunction with the following (but not limited to) school policies:

- Supervision and Duty of Care Policy
- ICT and Internet Acceptable Use Policy
- School Philosophy Policy

Links and references

Links which are connected with this policy are:

- DET's [Student Engagement Guidance](#)
- The school's Acceptable Use of Digital Technologies and Internet Agreement for Students (re: cyber-bullying)
- DET's [Bully Stoppers: Make a Stand, Lend a Hand](#)
- DET's [Vulnerable Students](#)

Supporting links:

- [Bully Free World: Special Needs Anti-bullying Toolkit](#)
- Australian Human Rights Commission - [Human rights in the school classroom](#)
- [Safe Schools Coalition Victoria](#)

- [Racism. No way!](#) anti-racism education for Australian schools

Appendices which are connected with this policy are:

- Appendix 1: Anti-Bullying (including cyberbullying) and Anti-Harassment Procedures
- Appendix 2: Reporting on Incident of Bullying / Harassment – Template

Review

The Tyers Primary School School Council and staff will regularly monitor and review the effectiveness of the Bullying and Harassment Policy and revise the policy tri-annually or as required by completing a policy review.

Bullying and Harassment Policy updates and requirements will be made available to staff, families and visitors.

This policy was ratified by School Council at the School Council Meeting held 03/05/2016.

Appendix 1 – Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures

Anti-Bullying and Anti-Harassment Procedures

How will a student's bullying complaint be dealt with?

Bullying complaints will be taken seriously and treated sensitively. School procedures for responding to a student who bullies or harasses others are set out below.

Note: If at any time bullying or harassment persists or is sufficiently serious, the principal may contact parents/carers and commence formal disciplinary action in accordance with the School's Student Engagement and Inclusion Policy and DET's [Student Engagement and Inclusion Guidance](#).

Level 1

If the bullying or harassment incident is minor or a first time occurrence, teachers may elect to use one or more of the following:

- stopping the bullying/re-statement of rules and consequences/reminder of Bullying and Harassment Policy,
- restorative questioning,
- think time timeout,
- private conference,
- shared control discussion.

If the student does not take control over his/her behaviour, the Principal should be notified.

Level 2

If the bullying or harassment continues, or in instances of severe bullying or harassment, a referral should be made to the Principal who may:

- provide counselling support to the victim,
- meet with the perpetrator to develop a Behaviour Support Plan and meet with parents of the student to discuss strategies,
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities,
- conduct a restorative conference separately with the perpetrator and "target".

Level 3

If the bullying or harassment continues after undertaking the actions specified at Level 1 and Level 2 the Principal may take the following actions;

- providing support and counselling for the victim, which may include School Support Staff to provide high level support,
- provide alternative settings within the school for the perpetrator to work/play under direct supervision of a teaching staff member,
- meet with the parents of the student to delineate future actions which may include separate recess and lunch breaks, withdrawal of privileges (refer: [Withdrawal of privileges](#)) and/or in-school detention.

Level 4

If the bullying or harassment continues after undertaking the actions specified previously the Principal may take the following actions;

- suspension of the perpetrator (appropriate school work will be provided for the period of the suspension) (refer: [Suspension Considerations](#)),
- multiple days of suspension may lead to (in consultation with Regional staff) expulsion (Refer: [Expulsion Considerations](#)).

Appendix 2 – Reporting on Incident of Bullying/Harassment

Reporting on Incident of Bullying/Harassment

Staff member recording incident: _____

Date: ___/___/_____

Name of student(s) who appears to have instigated bullying

Year/Class: _____

Name(s) of target(s) _____

Name(s) of witnesses

Did you observe the incident?

YES

No

If 'No' who reported the incident to you? _____

Brief description of incident (what was allegedly said or done to the student who appears to have been bullied?)

What form(s) of bullying took place? Verbal Physical Indirect Cyber
Other Please detail: _____

Describe how you responded (Did you use a school anti-bullying practice?)

Describe how student responded to your intervention

Where/when/time incident took place:

Location: _____

When: before school recess lunch in class after school

Time: ____ : ____ : am/pm

Date incident took place: __/__/____

Additional comments:

