ANTI-BULLYING & HARASSMENT POLICY

Rationale:

>Personal relationships between students, teachers and parents in all schools have at times included teasing, harassing and bullying.
>We do not accept the belief that this bullying is indicative of human nature and unchangeable.
>Bullying and harassment are intolerable social behaviours and can have grave outcomes for some people.
>We, at Wandin Yallock, believe something can and should be done about bullying and harassment and that steps to deal with bullying should be taken at the earliest opportunity because if no action is taken it is highly likely that the bullying will continue.

Purpose:

>To provide Wandin Yallock Primary School students, staff and parents with a safe, happy, caring and bully-free environment which promotes our C.A.R.I.N.G. values of creativity, achievement, respect, integrity, nurture and growth.

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.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

This table describes the categories of bullying and some examples.

Category	Includes, but is not limited to
Direct physical bullying	• unwanted physical contact such as hitting, kicking, tripping, pinching and pushing, intimidation or damaging property
Direct verbal bullying	• name calling, insults, teasing, intimidation, discriminatory remarks, or verbal abuse.

Indirect bullying	• an 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
	• supporting others who commit bullying acts

Cyberbullying	• direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, email, 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 often 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.

Source of Definition: DEECD
http://www.education.vic.gov.au/school/principals/spag/safety/pages/bullying.aspx

Implementation:
- Whole school positive relationship programs will be provided on a regular basis.
- Incidents of bullying can be reported to any member of staff by children or their parents.
- The school will keep adequate records of all bullying incidents, with teachers using incident report forms kept in classrooms.
- The school will protect and support the victims of bullying and will assist the students in order that he/she will not be bullied in the future
- The school will work with the parents of the victim and the perpetrator to avoid their son/daughter being involved in bullying incidents in the future.
- The school will assist the bully (and bystanders) to identify his/her behaviour and the implications of it.
- The school will assist the bully (and bystanders) to change his/her behaviours using Restorative Practices initially, as per the school's Student Engagement Policy and DEECD guidelines.
- The aim of any efforts towards conflict resolution is to establish or restore positive relationships. Punitive approaches are to be considered as a last resort after restorative practices have not been successful.
- The behaviour of children involved will be regularly monitored.

Responsibilities of Staff:
- To treat all members of the school community with respect
- To teach children how to define bullying, including defining the roles of bully, victim, bystander, etc.
- To talk openly about bullying – what it is, how it affects us and what we can do about it.
- To teach our children the skills which will build their self-esteem and empower them to take personal responsibility for managing conflict
- To maintain their knowledge and skills through professional development and current literature about bullying.
- To model appropriate behaviours at all times; to deal with all reported and observed incidents of bullying
- To record and report incidences of bullying.
- To make other teachers aware of bullying incidents.
- To support both the bully and the victim to reach a desirable outcome.

Responsibilities of Children:
- To treat all members of the school community with respect
- To report if they are being bullied or if they see someone else being bullied either at school, on the way to and from school or online.
- To use the "Naming it" approach for responding to behaviours that are unacceptable.
- To use appropriate strategies to help someone who is being bullied.
- To be kind, respectful, inclusive and caring of all.

Responsibilities of Parents:
- To treat all members of the school community with respect
- To be familiar with the definition of bullying.
- To speak to a member of the teaching staff at Wandin Yallock about bullying issues.
- To model appropriate behaviour at school, on excursions and online.

Evaluation:

The success of the program will be monitored through students surveys and records of bullying events

Anti-bullying programs will be evaluated by their consistency of delivery and student feedback.

Seeking feedback from students, who have been victims, as to their progress.

Speaking to parents of victims to see if the problem has been resolved.

Monitoring the behaviour of the bullies.

This policy was last ratified by Wandin Yallock Primary School Council in **SEPTEMBER 2013**