



DERINYA ZERO BULLYING POLICY

Building Respectful and Safe Schools

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.

Bullying may occur because of perceived differences such as culture, ethnicity, gender, sexual orientation, ability or disability, religion, body size and physical appearance, age or economic status.

There are four broad types of bullying:

Direct physical bullying: includes hitting, kicking, tripping, pinching and pushing or damaging property.

Direct verbal bullying: includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

Indirect bullying: is often harder to recognise and can be carried out behind the bullied person's back. It is 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.

Cyberbullying: is 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.

1. RATIONALE

1.1

Schools should be safe places for everyone - students, teachers and other staff, families and members of the local community. The involvement and commitment of the whole school community is required to achieve a culture in which safe and respectful schools are everyone's concern and responsibility.

2. OBJECTIVES

2.1

- To reinforce within the school community that no form of bullying is acceptable.
- Everyone within the school community to be alert to 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 followed up and that support is given to both victim and perpetrator.
- To seek parental and peer-group support and co-operation at all times

3. IMPLEMENTATION:

Staff to commit to a shared and well-developed vision of a safe, caring, respectful, supportive and inclusive school community, which sends clear messages that bullying and unacceptable behaviour are not tolerated.

Parents, teachers and community will be made aware of the school's position on bullying through newsletter articles, regular assembly discussions, classroom social skills program. The school will continue with existing structures and introduce others as seen to be appropriate.

3.1

Primary Prevention:

- To ensure the Leadership team have a **vision for a strategic whole-school approach** to student safety and wellbeing that includes a focus on prevention as well as management
- To encourage staff members with strong skills and interests in welfare to be empowered to take on leadership roles and work collaboratively with the rest of the staff towards achieving that vision.
- To ensure there is a focus on the teaching and learning of interpersonal and respectful relationship skills within the domains of the Victorian Essential Learning Standards (VELS)
- To provide programs that promote resilience, proactive life skills and protective behaviours.
- Whole School Social Skills program P-6 to develop resilience, conflict resolution, assertiveness and problem solving
- Each classroom teacher to clarify at the start of each year the school policy on bullying in conjunction with establishing students rights and responsibilities within the school community and a proactive student health and wellbeing program.
- Involve and seek expert advice from SSSO staff for appropriate cases.
- Staff and students to promote the philosophy of 'No Put Downs'.
Staff to use specific strategies to promote positive student behaviour, build a safe and inclusive environment, prevent bullying and anti-social behaviour and encourage respect, compassion and cooperation. This supports the *Charter of Human Rights and Responsibilities Act 2006* that affirms all Victorians must be treated with dignity and equality.

3.2

Early Intervention:

- To provide **extracurricular activities** to contribute to the promotion of positive peer relationships through same age and cross-age student interaction. ie: clubs, school productions, values days ,sports days etc
- Promote & reinforce whole school social skills program through newsletter, open night forums , assemblies etc
- Ensuring a significant number of teachers are given the opportunity to develop **skills in non-punitive approaches to intervening** in incidents of unacceptable behaviour
- Ensuring a strong and consistent **whole-school behaviour management system** is in place to manage bullying, harassment or violence.
- Promoting children to report bullying incidents upon themselves or witnessed.
- Classroom teachers on a regular basis reminding students to report incidents. Encourage all staff and children to break the bullying cycle.
- Parents encouraged to contact school if they become aware of a problem.
- **Regular self-monitoring** occurs to determine any indication of bullying and other unacceptable behaviour
- Policies, procedures and initiatives, and prevention and management **programs are regularly reviewed and refined**

- The school environment is monitored on a day-to-day basis, incorporating **feedback mechanisms** to ensure processes are effective
- Providing a variety of means are in place to **enable students to communicate with teachers or other school-based staff** when they need support because they are being targeted.

3.3

Intervention:

- Effective whole-school behaviour management systems are based on pro-social values, social competencies, incentives and positive peer relationships as detailed in a school's Student Engagement Policy.
- Once a bullying issue is identified and substantiated, bully, victim and witnesses talked with, and all incidents fully investigated and documented.
- Thinking about my behaviour form completed by perpetrator and sent to teacher and parents.
- Both bully and victim offered counselling and support.
- If bullying is ongoing, parents contacted and consequences implemented consistent with school Student Code of Conduct
- Ongoing monitoring of identified bullies in conjunction of the implementation of a set of expectations promoting positive social behaviour and also an opportunity to make retribution.
- The school will also ensure that a significant number of teachers are given the opportunity to develop **skills in a non-punitive approaches to intervening** in incidents of unacceptable behaviour and that a strong and consistent **whole-school behaviour management system** is in place to manage bullying, harassment or violence.

3.4

Post Violation:

- Consequences as documented in the student Engagement policy may involve
 - exclusion from class
 - exclusion from yard
 - school suspension
 - withdrawal privileges
 - ongoing counselling from appropriate agency for both victim and bully
 - expulsion

4. EVALUATION

4.1

Policy to be reviewed annually