

Anti Bullying Policy



CAMBERWELL SOUTH
PRIMARY SCHOOL

1. **Rationale**

School statement

Camberwell South Primary School does not tolerate bullying in any form. The school is committed to providing a safe and caring environment that promotes personal growth and positive self-esteem. All members of the school community have the right to be respected by others, the right to learn or teach, the right to be treated as an individual and the right to feel safe and secure in their school environment. Our *School Norms* underpin these rights. Through clear communication the school will work closely with the parent community to create a bully free environment.

At Camberwell South Primary School, we define bullying as verbal, physical, social, cyber or psychologically aggressive behavior. It is usually repeated by a person or group in an attempt to exert power over another with the intent to cause harm, stress or fear.

2. **Purpose**

To

- i. ensure a safe and secure school environment based on the principles of the school norms and values
- ii. recognise that bullying exists in many forms in schools and the wider community, that it will not be tolerated and will be dealt with seriously.
- iii. recognise that bullying has a negative effect on students, parents, teachers and the wider community
- iv. ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator

What bullying is:

There are some specific types of bullying behaviour:

verbal or written abuse - such as targeted name-calling or jokes, or displaying offensive posters

violence - e.g. pushing, shoving, hitting including threats of violence

sexual harassment - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation

homophobia and other hostile behaviour towards students relating to gender and sexuality

discrimination including racial & disability discrimination - treating people differently because of their identity or capabilities

cyberbullying - either online or via mobile devices.

What it is not

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying

social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Guidelines

Camberwell South Primary school will:

- a. provide classroom programs that foster decision making, self esteem, problem solving skills and assertiveness training that help students identify and deal with bullying
- b. adopt a consistent and systematic school wide approach to deal with bullying (including cyber bullying) and harassment
- c. inform all new students, parents and staff of the anti-bullying policy and practices
- d. keep staff involved in current issues and strategies to maintain consistency in whole staff practice, providing professional learning as required
- e. involve parents in the prevention and intervention strategies, providing support as required for both victim and perpetrator and families.

Students in breach of the Anti-Bullying Policy will be subject to disciplinary consequences

3. Implementation

- i. Parents, teachers, students and the community will be aware of the schools position on bullying.
- ii. The school will adopt a four-phase approach to bullying:

Primary Prevention – Community Education

- i. The implementation of a whole school behavior approach based on pro social values, respect for others and Restorative Practices.
- ii. Professional Development for staff relating to bullying, harassment and the strategies that counter act them.
- iii. The school norms are practiced as part of the daily routine.
- iv. The PATHS program, developing emotional literacy, is taught and practiced in the weekly curriculum.
- v. Camberwell South is an accredited esmart school; users of online learning environments with a cybersafety framework of thinking and strategies to make considered and appropriate choices.
- vi. Feedback from students will be sought regularly in order to monitor the school's culture with regard to bullying.
- vii. Leaders, staff and students to promote the philosophy of 'no put downs'.
- viii. Electives and structured activities available to students at lunch breaks.

Early Intervention

- i. Bullying and / or yard surveys conducted each year.
- ii. Encourage children to identify and report bullying behaviors involving themselves and others.
- iii. Classroom teachers are to encourage all students to report incidents, whether victim, bystander or perpetrator.
- iv. Parents are actively encouraged to communicate with the school if they become aware of a problem involving their child.
- v. Safe lunchtime and recess activities are regularly publicised and supervised.
- vi. Staff will monitor student behavior to ensure the safety of all and identify any potential problems.

Intervention

- i. Those identified through Bullying surveys will be counselled.
- ii. Once identified: perpetrator, victim and bystanders will be spoken with and all incidents or allegations of bullying will be fully investigated and documented.
- iii. The perpetrator, victim and bystanders, if required, will be offered counselling and support.
- iv. Parents of perpetrator and victim will be contacted in all instances of bullying.

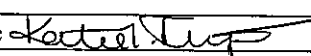
Post Intervention

- i. Ongoing monitoring of students identified through the intervention process
- ii. Ongoing support is given to students and families to maintain school connectedness
- iii. Consequences for perpetrators may involve:
 - i. Exclusion from class
 - ii. Exclusion from the playground
 - iii. Withdrawal of privileges
 - iv. School suspension - refer references.
- iv. The school practices are reviewed to ensure effectiveness of early intervention and intervention strategies are maintained.

4. Evaluation

Regular evaluation of the anti-bullying policy will occur through formal and informal feedback from students, parents and teachers

This policy is to be read in conjunction with the Student Engagement and Wellbeing Policy.

Ratified by:	Date	
Committee of Education	12.8.15	
Staff	13.7.15	
School Council	26/8/15	Name: Kate Ferguson Signature 

5. References

1. DET – Bully Stoppers
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>
2. Australian Government – Department of Education - National Safe Schools Framework
<https://www.education.gov.au/national-safe-schools-framework-0>
3. Ken Rigby
<http://www.kenrigby.net/>
4. Esmart Framework
<https://www.esmartschools.org.au/Pages/TheeSmartSchoolsFramework.aspx>
5. DET – Suspension
<http://www.education.vic.gov.au/school/principals/participation/Pages/inschoolsuspension.aspx>