ANTI-BULLYING POLICY
WAVERLEY PRIMARY SCHOOL – ANTI-BULLYING POLICY

Waverley Primary School believes that individuals have the right to learn, be safe and secure at school. We endeavour to build a safe, caring and supportive environment for all members of our school community. We do not tolerate bullying or harassment in any form. Bullying, including cyber bullying, harassment and violence is not acceptable in this school and any incidences will be dealt with seriously and appropriately.

DEFINITIONS

The National Safe Schools Framework defines bullying as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies, e.g. the internet or mobile devices.

Not all aggressive or harmful behaviour between people is bullying. While conflicts and aggressive behaviour need to be addressed, it is important to be clear when these behaviours are not actually bullying.

The definition of bullying has three critical aspects – a repeated action, the misuse of power within relationships, and behaviour which causes harm; all three aspects need to be present in order for behaviour to be called bullying.

Bullying: Definition for Teachers, Parents and Carers

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Conflict or fights between equals and single incidents are not defined as bullying.

Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying: For use with younger students

Bullying is when someone keeps targeting another child again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them.

Although it isn’t nice if someone says or does something mean to someone else, we don’t necessarily call that bullying. It also isn’t bullying if children have a one-off argument.

Bullying: For use with older students

Bullying is when one student (or a group) keeps targeting another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them.

Although it’s neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it isn’t bullying. A fight or disagreement between students of equal power or status isn’t bullying.

The different types of bullying

Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.

Covert bullying (sometimes referred to as indirect bullying) is a subtle type of non-physical bullying which isn’t easily seen by others and is conducted out of sight, and often unacknowledged by adults.

Cyberbullying occurs through the use of information or communication technologies such as Instant Messaging, text messages, email and social networking sites. It has many similarities with offline bullying but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience and the sent or uploaded material can be difficult to remove.

Most students who cyberbully also bully off-line. It is now recognised that many forms of covert bullying appear to have significant potential for serious harm.
<table>
<thead>
<tr>
<th>Forms of bullying:</th>
<th>Direct</th>
<th>Indirect Examples</th>
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<tbody>
<tr>
<td><strong>Examples</strong></td>
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<tr>
<td><strong>Physical</strong></td>
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<tr>
<td></td>
<td>-hitting, slapping, punching</td>
<td>-getting another person to harm someone</td>
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<td>-kicking, tripping</td>
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<td></td>
<td>-pushing strangling</td>
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<td></td>
<td>-spitting, biting</td>
<td></td>
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<td></td>
<td>-pinching, scratching</td>
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<td></td>
<td>-throwing things, eg stones</td>
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<td><strong>Non-Physical</strong></td>
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<td>-mean and hurtful name calling</td>
<td>-spreading nasty rumours</td>
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<td>-hurtful teasing</td>
<td>-trying to get other students not to like someone</td>
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<td>-family insults, put downs</td>
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<td>-demanding money or possessions</td>
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<td>-forcing another to do homework or commit offences such as stealing</td>
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<td><strong>Non-Verbal</strong></td>
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<td>-threatening and/or obscene gestures, body language</td>
<td>-deliberate exclusion from a group or activity</td>
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<td><strong>Passive</strong></td>
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<td>-forming a group or gang and/or following a victim or victims of physical, non-physical, or non- verbal bullying without showing disapproval, not trying to help the victim, or not seeking adult assistance.</td>
<td>-watching someone being victim of physical, non-physical, or non-verbal bullying without showing disapproval, not trying to help the victim, or not seeking adult assistance.</td>
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<td><strong>Harassment</strong></td>
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<td>-harassment is any unwanted, unwelcome, or uninvited behaviour, which makes a person feel humiliated or offended.</td>
<td>-repeatedly teasing</td>
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<td><strong>Cyber-bullying</strong></td>
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<td></td>
<td>Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.</td>
<td>Isolating the target, by ignoring, blocking, or posting rumours/lies, on school related chats, blogs, e-mail, cyber-boards etc</td>
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**WHOLE SCHOOL COMMUNITY RESPONSIBILITY**

We believe the whole school community has a responsibility to be proactive in preventing bullying and harassment. This policy outlines the responsibilities of school staff, students and parents.

<table>
<thead>
<tr>
<th>THE SCHOOL HAS A RESPONSIBILITY TO:</th>
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<tr>
<td>➢ Provide professional learning to ensure that all staff have a thorough understanding of bullying and harassment and are able to apply the policy according to its intentions</td>
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<td>➢ Be proactive in preventing bullying and harassment and supporting students by: embedding discussion and activities in the curriculum in order to promote awareness and understanding</td>
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<td>➢ Applying the policy consistently and consulting with the school community in order to review the effectiveness of the policy</td>
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<td>➢ Actively working with the school community to promote a culture that will not tolerate bullying and harassment and where students feel safe talking about their needs</td>
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<td>➢ Skilling students with appropriate strategies to deal with incidents</td>
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**SCHOOL STAFF HAVE THE RESPONSIBILITY TO:**

- Take prompt action when incidents of bullying and harassment are witnessed or reported. This means intervening to prevent such incidents.
- Apply the school policy in a consistent manner, both within a classroom setting and in the school grounds when able to and advised of incident/situation.
- Treat seriously claims of bullying.
- Monitor those who have been bullied or harassed and those who have instigated the bullying and harassment.
- Establish a classroom environment where:
  - students feel safe
  - expectations are clearly defined
  - and consequences are applied for inappropriate behaviour.
- Maintain communication with parents in relation to issues of bullying/harassment.
- Explicitly teach students that research indicates that “bullying stops within 10 seconds of peer intervention” (Hawkins et al., 2001).

**STUDENTS HAVE THE RESPONSIBILITY TO:**

- Understand the definition of what bullying and harassment is and is not.
- Report incidents of bullying/harassment.
- Be proactive in preventing bullying/harassment.
- Allowing others to be safe at school.
- Accept consequences when involved in bullying and harassment.
- Take part in conferences and mediations in order to resolve issues.
- Support other students who may be subject to bullying and harassment.

**PARENTS HAVE THE RESPONSIBILITY TO:**

- Understand the definition of what bullying and harassment is and is not.
- Support the school in resolving incidents of bullying and harassment.
- Inform the school when incidents take place.
- Make it clear to their children that bullying and harassment is not acceptable.
- Support the consequences applied by the school.
- To be an advocate for their children and also set an example of how to appropriately solve and resolve differences if they occur, especially within the school setting.
MANAGING INCIDENTS OF BULLYING

REPORTING A BULLYING INCIDENT

Students are reluctant to report incidents of bullying so, when a student or parent reports an incident, this will be taken very seriously.

Parents and students may choose to report incidents of bullying, including cyber bullying, to their class teacher in the first instance and, if the incident is serious or unresolved, the Principal or Assistant Principal should be made aware, if appropriate, the School Social Worker can be called upon for support.

Incidents of bullying and harassment must be documented. Where possible the documentation should be completed on the day of the incident or as soon as possible afterwards. A brief statement of facts needs to be completed and what action was taken (if any). The nature of the incident may mean the Principal/Assistant Principal are involved where further investigation (including meeting with witnesses) is required.

COMMUNICATION

If a student has been found to be involved in bullying they will be informed about their behaviour and the effect it has. At this stage, a request will be made to the person who was bullied about the extent to which they feel comfortable being involved in a restorative conference. The victim may not wish to proceed with this option, however, it will be encouraged. The victim may also need time to consider this option and this will be respected. The purpose of a restorative conference is to agree on a mutual resolution. Commitments reached are to be recorded in writing. All documentation is electronically stored on a Student Support Data Base.

RESOLUTION

An appropriate resolution to a bullying event will take a range of forms depending on factors. The school will assess each situation and apply the policy where appropriate. The resolution should support the victim and monitoring of this person should be frequent and ongoing.

The range of consequences may include a commitment to cease the behaviour, close monitoring and/or restricted movement in the playground, in school time out or suspension, out of school suspension, police involvement, internal school support and external agency support.

Parents are to be informed in writing or by telephone if their child has been involved in bullying and harassing others.

Parents of students who are harassed are to be informed either by telephone or in writing that an incident has occurred and the steps taken to address the incident.

RECORD KEEPING

Clear records will be kept of any bullying or harassment issue. The school recognises the potential repeated and recurring nature of bullying and harassment. Our record keeping practices will clearly inform us of what next level of action we need to enact if there are further incidents of bullying/harassment from an individual or bystanders encouraging the behaviour.

ISSUES OF CONFLICT

Disagreements, arguments and misunderstandings are an element of human interaction. The majority of the time they are not of a bullying nature and are a natural and daily occurrence in school life. School staff are trained and experienced in managing conflict situations in a manner that allows all parties a voice. Students are given the opportunity to express concerns, feelings and actions which will lead to a resolution of the
conflict. This policy does not outline the procedures taken when dealing with day to day conflict, rather its focus is on bullying and harassment as outlined in the definition.

CONSIDERATIONS

The School also acknowledges in this policy that it is important to consider how it responds to and deals with incidences of bullying for students with a disability, gifted students, Aboriginal and Torres Strait Islander students, students in care (guardianship) and students who are same sex attracted. Individual Education Plans, Individual Learning Plans should include Social and Emotional Learning strategies where appropriate to address the student’s particular needs.

Resources for parents

Parent toolkit

*Working Together: A toolkit for parents to address bullying* provides parents with information on what bullying is, how parents can recognise if their child is being bullied, how to support their child, how to work with their child’s school, what to do if your child is doing the bullying and information about cyber safety.

- **The parent toolkit - PDF version** [154K]
- **The parent toolkit - MS Word version** [450K]

Cybersafety and schools

Information and resources about [cybersafety for parents](#), links to fact sheets, videos, tips for safety and tools for online security.

Six Quick Tips Parents about Bullying

The Working Together toolkit for parents is supported by a series of short videos called *Six Quick Tips for Parents about Bullying* presented by Dr Michael Carr-Gregg. [Two short videos developed for children aged 10-13](#) are also available.

Below are links to the videos (hosted on You Tube), as well as transcripts of his practical advice.

What is bullying?

- **Video** []
- **Transcript** [368K]

What are the signs your child may be bullied?

- **Video** []
- **Transcript** [360K]

How do you support your child?

- **Video** []
- **Transcript** [384K]
How can you work with the school?

- [Video](#)
- [Transcript](#) 357K

What if your child is the bully?

- [Video](#)
- [Transcript](#) 358K

What is cyber-bullying?

- [Video](#)
- [Transcript](#) 360K

Whole school anti-bullying resources

Resources to develop and review whole school practices aimed at promoting safe and supportive school environments.

- [The Safe Schools Toolkit](#) on the teachers’ section of the [Safe Schools Hub](#) explores the National Safe Schools Framework, providing case studies and an online audit tool to pinpoint the areas of priority.

- [Oregon School Safety Survey v 2.0 (Sprague, J., Colvin, G. & Irvin, L. 1995, 2005) (PDF, 114KB)](#) provides a summary of risk factors and protective factors that can be useful in determining training and support needs related to school safety and violence prevention.

- [MindMatters (PDF, 75KB)](#) - school climate staff survey.

- [Working Together: A toolkit for effective school based action against bullying](#) provides school staff with practical strategies to address the complex issue of student-on-student bullying.

- [Safe to Learn - Embedding anti-bullying work in schools (PDF, 500KB)](#) - Department for Children, Schools and Families.

- [Building Respectful and Safe Schools - a resource for school communities (PDF, 850KB)](#) Department of Education and Early Childhood Development.