

Anti-bullying Behaviour Policy

14-36 Lesdon Avenue Cranbourne 3977
Email: rangebank.ps@edumail.vic.gov.au

Tel: 5996 8900
Website: <http://www.rangebankps.vic.edu.au/>

PURPOSE

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- To promote and provide a safe and supportive school environment and ethos conducive to student well-being and their ability to learn.
- To build a school culture that is alert for signs and evidence of bullying and to have a responsibility to report it to staff, either as a victim or observer.
- To ensure that all incidents of bullying, in any form, are followed up in a consistent manner and that support is given to both the victim and the perpetrator/s.

GUIDELINES

- **Definition –**
Bullying can be defined as a 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. It can cause a person to feel intimidated, not only at the time of the attack, but also by threat of future attacks.
Cyberbullying refers to bullying through Information and Communication Technologies.
- Its nature can be:
 - Verbal – non-swearing/ swearing name calling, put downs, threatening voices, intimidating noises, dismissive comments, mocking, online insults, making threats and teasing people about their race, religion, appearance, family and friends
 - Physical – fighting, pushing, shoving, punching, hitting, tripping, poking, kicking, throwing objects or any form of aggressive or unwanted touching that harms, hurts or intimidates
 - Social – ignoring, hiding, ostracising, exclusion
 - Psychological – stalking, dirty looks, gossiping, hiding, stealing and/or damaging possessions, extortion (Stand over tactics to control someone else's behaviour)
 - Visual – offensive, harassing and or intimidating notes (electronic or hand written), giving people looks and non-verbal signs
 - Indirect – negative body language, excluding victims (from social activities and online), encouraging others to exclude, negative glances and spreading lies
 - Sexual – touching or brushing past someone in a sexual manner, sexually oriented jokes, drawing/writing about someone else's body, rude names and unwanted advances

Preventative Strategies –

- Professional development for all staff relating to bullying, harassment and strategies/procedures for preventing and dealing with bullying.
- Promote the **Student Code of Conduct** and Bullying Policy to parents, students and school personnel, ensuring a consistent approach of dealing with bullying.
- Provide programs that promote resilience, assertiveness and develop the school wide understanding of the various forms of bullying and the role of the bystander.
- Promote a cooperative approach to learning, creating common interests and connections between students.
- Structured activities available to students at recess and lunchtime (open the library, computer room, games and buddy activities)

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- Provide positive parenting programs and information to parents about bullying and strategies for helping to support their children.

Implement Comprehensive and Inclusive Curriculum to Engage All Students

- Teach and model appropriate behaviour and communication styles
- Use cooperative learning strategies in the classroom, encouraging connections between students and developing common interests.
- Acknowledge, reinforce and celebrate examples of positive student behaviours and relationships
- Focus on present and future behaviours rather than dwelling on past actions
- Provide opportunities for positive student interaction through strategies such as cross-age tutoring and peer assistance.

Early Intervention Strategies

- Encourage children to report bullying incidents involving themselves or others, providing them with multiple points of contact (class teacher, ES staff, school leadership, welfare)
- Encourage parents to contact class teacher/ school if they become aware of a problem.
- Actively monitor the school environment, noting quality of physical, social and emotional interactions.
- Promote and utilise school based counselling and support programs for the school community.

Intervention Strategies

- Direct report of bully incident/s by staff, students and parents.
- Once identified, bully, victim and witnesses are spoken with and all incidents or allegations of bullying fully investigated and documented.
- Both victim and bully are offered counselling and support in individual meetings and in combined/ mediated setting if appropriate.
- If bullying is significant or ongoing, parents will be contacted and consequences implemented consistent with the schools **Code of Conduct**.

Post-violation Outcomes

- Discipline consequences for bullies may include:
 - Exclusion from class
 - Exclusion from the yard
 - Formal apology
 - School suspension
 - Expulsion
- The severity of the incident, level of remorse and previous history of the bully will affect the severity of the discipline action implemented.
- Provide support and counselling for affected victims and witnesses
 - Ongoing monitoring of identified bullies/ victims
 - Ongoing counselling
 - Development of mentoring and buddy programs

IMPLEMENTATION

- The school community will be aware of the school's position on bullying.



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- All staff will be made aware of the procedures and responsibilities set out within this policy.
- Publication of this policy via school publications.
- Ongoing professional development for staff relating to bullying and harassment.
- Development and implementation of a program to define bullying and provide a common approach/language for the school community.
- The Student Survey will be undertaken in Grades 5 and 6 to determine how students are feeling about their personal safety.

WHAT DO YOU DO IF YOU ARE BEING BULLIED OR HARASSED?

- Tell the person that you don't like what they are doing and you want them to stop.
- Discuss the matter with a Teacher, Student Welfare Coordinator or peer mediator, peer support leader or a teacher that you feel comfortable with
- The school will take your concerns seriously - all complaints will be treated confidentially

HOW WILL YOUR COMPLAINT BE DEALT WITH?

Your concerns will be taken seriously. All complaints will be treated confidentially.

School procedures for responding to a student who bullies or harasses others are set out below.

Level 1

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion

If the student does not take control over his/her behaviour, an Incident Report Form should be completed and submitted to the Student Welfare Coordinator or Principal/ Assistant Principal.

Level 2

If the bullying or harassment continues or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator.

Here, the Student Welfare Coordinator (or another who has responsibility for student welfare) may:

- meet with the student to develop a behaviour contract
- 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

For 'at risk' students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual Behaviour Management Plan will be developed by the Student Welfare Coordinator/ Assistant Principal in consultation with student, parents/carers and teachers. Individual Behaviour Management Plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values).

Level 4



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Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinator/ Assistant Principal will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student's family.

The Principal may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/ carers will be contacted and consequences implemented consistent with the school's Student Code of Conduct. Furthermore, the Principal may commence formal disciplinary action in line with **Student Engagement Policy Guidelines'** (DET) at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyber bullying) and harassment.

EVALUATION

This policy will be reviewed as part of the school's annual review cycle and/ or as per DET recommendations.

CERTIFICATION

This policy was adopted at the School Council Meeting held at Rangebank Primary School,

on

Signed.....
School Council President

Signed.....
Principal