

Bullying Prevention Policy

Written by	Principal
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Our school is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on bullying (including cyber bullying) and harassment will inform the community that bullying and harassment in any of its forms will not be tolerated.

Definition

Bullying is when someone, or a group of people, deliberately and repeatedly upset or hurt another person or damage their property, reputation or social acceptance. 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.

The Categories of bullying:

- Direct physical bullying - hitting, kicking, tripping, pinching and pushing or damaging property
- Direct verbal bullying - name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse
- Indirect bullying is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying - lying and spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude someone or damaging someone's social reputation and social acceptance
- Cyber bullying – direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via mobile phone, electronic mediums, setting up a defamatory website or deliberately excluding someone from social networking spaces.

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

- ***Mutual conflict - 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 sometimes develops into a bullying situation with one person becoming targeted repeatedly for '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 episodes 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 students 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.***

Rationale

Mount Eliza North Primary School will provide a positive culture where bullying is not accepted, and in so doing, all have the right of respect from others, the right to learn or to teach, and the right to feel safe and secure in the school community.

Aims

Mount Eliza North Primary School's Bullying Prevention Policy aims to:

- Reinforce within the school community what bullying is, and the fact that it is unacceptable
- Support the development of a resilient and well-balanced child as represented by the IB Learner Profile and Attitudes
- Develop the IB Learner Profile to support a culture of good communication where students, parents and staff have a responsibility to report bullying, whether as an observer or victim
- Ensure that all reported incidents of bullying are followed up appropriately and that support is given to both targets and person who bullied
- Ensure safe, smart and responsible use of digital technologies to prevent cyber bullying

Implementation

The Mount Eliza North Primary School community will be aware of the school's position on bullying. This will be implemented through a three-phase approach:

A. Primary Prevention:

- Provide professional development opportunities for staff relating to bullying, harassment and proven counter measures
- Promote parent workshops to enhance community understanding and support, towards a shared approach to bullying
- Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. These programs may include but are not restricted to The Resilience Project & Journals, Building Resilience – Social and Emotional Learning (Department of Education and Training, DET), Kelso's Choice, IB Attitudes and Learner Profiles, 'Stop, Think, Do', Strength Cards, Positive Play, Restorative Justice, Circle Time and Classroom and Yard Behavioural Management Process
- Implement and become an accredited eSmart school which is an anti-cyber bullying program involving the whole school community.
- Students in Years Prep to 2 to have a class computer log in; Students from Year 3 to 6 to be provided with individual and confidential computer and network logins and passwords; Processes implemented to ensure tracking of student activity on the school's computer equipment and network
- Forums established for students to provide feedback ie SRC, Student Forums, Survey My Class & Student Attitude to School Survey
- Bullying in the playground will be tracked using the yard duty and Time Out incident books
- Structured activities (e.g. Horizons, Library, Art, and Sporting activities) will be made available to students at lunch breaks
- Senior Buddy program where Year 5 and 6 students are paired with Prep students to provide friendship and additional support

B. Early Intervention:

- Promote the reporting of bullying incidents by students, staff and parents to appropriate staff (Principal, Assistant Principals, Sub-School Coordinators)
- A designated staff member to monitor student traffic on the school's computer network to identify and report potential problems
- Provide support for both the perpetrators and the victims
- Appropriate staff (the Principal, Assistant Principals, Sub-School Coordinators or class teacher) may be involved with parent, student or staff consultation sessions, in order to address bullying problems

C. Intervention:

- Once identified, each person who bullied, each target, and any witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented
- Parents will be contacted at the discretion of the appropriate staff member
- Support will be offered to each student who bullied, and the targets
- Students whose bullying behaviour continues may be referred for further support; This may include DET psychologist and/or social worker
- If bullying persists the Principal or Assistant Principals will commence formal disciplinary action

Mount Eliza North Primary School will impose consequences for students who continue to exhibit bullying behaviour.

These consequences may include:

- Confined play areas
- Exclusion from the yard
- Isolation, through the use of time out and/or detention
- Removal/withdrawal of privileges
- Individualised Behaviour Management Plans (BMP) as set out by the school and discussed with the family of the student
- Suspension or expulsion proceedings (refer to DET Procedures)

Mount Eliza North Primary School will impose consequences for staff who exhibit bullying behaviour. These consequences will be individually based and may involve:

- Counselling
- A period of monitoring
- Referral to a mentor
- Disciplinary action

Evaluation

This policy will be reviewed as part of the school's three year review cycle.

Department Resources

For more information see:

DET's Student Engagement and Inclusion Guidance

DET's Student Engagement Policy Guidelines

Appendices

Appendix A – Behaviour Management Process

APPENDIX A:

CLASSROOM BEHAVIOUR MANAGEMENT PROCESS

Step 1 Verbal warning

Step 2 Remind student of rules and consequences

Step 3 Isolation within the classroom

Step 4 Isolation in a Buddy classroom/grade (checklist to be ticked))

Step 5 Isolation in Sub School Leader's classroom (reflection form completed)

Step 6 Isolation in the office of a Principal Class Officer (Assistant Principal first) or their delegate.

Severe Clause - Any student, who commits an aggressive act towards another student or adult with intent to harm, will incur detention/suspension at the discretion of the Principal Class Officers or their delegate.

*Any student who fails to follow reasonable instructions and is verbally abusive towards a student/adult will incur detention/suspension at the discretion of the Principal Class Officers or their delegate.

*Severe acts of disturbance may result in teachers moving to steps 4, 5 and/or 6 with immediacy. The severe clause may also be invoked at this stage. These steps must all occur within a day, where practicable. New day – fresh start.

* If a child is sent to a buddy grade three times in a two week period or before this will result in a formal detention. (Assistant Principal to be informed)

* Teachers will keep a record of incidents requiring step 3, 4, 5 and 6 in their personal classroom 'incidents' book.

* If a child is sent to a Sub School Leader twice in a two week period this will result in a detention.

* Sub School Leaders need to keep a record of students exited to them.

* After 3 detentions, due to classroom misbehaviour, a meeting between class teacher, parents and a member of the Leadership Team must be arranged.

* Specialist classes follow the same process.

Detention:

Detention/s will be determined by the Principal Class Officers or their delegate. Parents/caregivers will be notified by letter and the incident will be recorded.

Detention/s not served on the day/s specified will carry over until served.

DOCUMENTATION:

- Folder containing records of detentions due to classroom misbehaviour to be retained by Assistant Principal marked CLASSROOM INCIDENTS.
- Folder containing Master Copies and photocopies of Buddy Grade lists, Reflection Forms and Detention Slips to be retained in Assistant Principal's office marked MASTER COPIES.
- Each class teacher has a class list of their 'Buddy Grades' class to tick off.

YARD BEHAVIOUR MANAGEMENT

PROCESS

Step 1 Remind student of rules and consequences

Step 2 Walk with teacher for 5 minutes

Step 3 Time out seat – 10 minutes

Step 4 Removal from the yard to 'Time-Out Room' (reflection form completed)
15 minutes max.

Severe Clause: Any student who commits an aggressive act towards another student with intent to harm, will incur detention/suspension at the discretion of the Principal Class Officers or their delegate.

Any student who fails to follow reasonable instructions and is verbally abusive towards a student/adult will incur detention/suspension at the discretion of the Principal Class Officers or their delegate.

* Severe acts of disturbance in yard may result in teachers moving to step 4, or severe clause may be invoked. This is to be documented on SENTRAL

* Assistant principal decides whether student needs a restricted area of play.

* Three visits to the 'Time out Room' in a two week period or less will result in a formal detention.

* If time is running out (i.e. 5 minutes left) teacher in time out room records when they ARRIVE at time out and then the next day they finish the rest of the time.

* If a child is sent to the 'Time out Room' three times in a two week period or before this will result in a formal detention. (Assistant Principal to enforce)

* After 3 detentions, due to yard misbehaviour, a meeting between parents and a member of the Leadership Team must be arranged.

* Parents are **not** informed of a yard 'timeout'.

Detention:

Detention/s will be determined by the Principal Class Officers or their delegate. Parents/caregivers will be notified by letter and the incident will be recorded.

Detention/s not served on the day/s specified will carry over until served.

DOCUMENTATION:

- 'Time out Room' SENTRAL will be used to record names and incidents for the Assistant Principal to follow up.
- Folder containing Master Copies and photocopies of Buddy Grade lists, Reflection Forms and Detention Slips to be retained in Assistant Principal's office marked MASTER COPIES.
- Detention teacher to follow up forms signed and returned to school.

Behaviour Management Process: severe and mild behaviours

Mild (begin at step 1)

1. Name calling
2. Interrupting yard game (e.g. taking ball)
3. Continually/consistently interrupting class
4. Taking/grabbing objects off others without permission
5. Inappropriate use of equipment
6. Squirting water/throwing dirt/sand misuse
7. Being inside during recess and lunchtimes without permission
8. Defacing own property
9. No hat
10. Littering
11. Late to class
12. Out of bounds

Severe Yard Behaviour Management Process begin at step 4, or severe clause may be invoked at the discretion of the Principal class officers or their delegate.

Classroom Behaviour Management Process begins at steps 4, 5 or 6, or severe clause may be invoked at the discretion of the Principal Class Officers or their delegate.

1. Swearing and/or inappropriate language
2. Throwing objects
3. Refusal to come to class
4. Leaving during class time
5. Consistently, deliberately (three or more times in a two week period) late to class from recess and lunch
6. Defiance towards teacher
7. Arguing or answering back to a teacher
8. Stealing
9. Defacing property of others or school
10. Aggressive behaviour towards others (student or adult)

Severe Clause: Any student, who commits an aggressive act towards another student/adult with intent to harm, will incur detention/suspension at the discretion of the Principal Class Officers or their delegate.

*Any student who fails to follow reasonable instructions and is verbally abusive towards a student/adult will incur detention/suspension at the discretion of the Principal Class Officers or their delegate.

Bullying (refer to the Bullying Policy for definition of bullying and procedure)

* Please note that in some situations the procedure may vary depending on the factors surrounding the situation (i.e. age, cognitive, language, social, emotional and physical development and intent of the child/children etc) and this is up to the discretion of the staff involved.