CANTERBURY PRIMARY SCHOOL

4.12 BULLYING AND HARASSMENT POLICY

PREAMBLE

Canterbury Primary School is committed to providing a safe, inclusive and respectful teaching and learning environment where bullying and harassment is not tolerated. Canterbury Primary School believes that all students have the right to learn in a school environment in which they feel safe and secure.

This Bullying and Harassment Policy should be read in conjunction with the Canterbury Primary School Student Engagement and Wellbeing policy (4.2).

GOALS

- To explain what bullying and harassment are, and the fact that they are unacceptable and will not be tolerated.
- To ask that everyone in the school community be alert to signs and evidence of bullying and have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

GUIDELINES

1. Canterbury Primary School will not tolerate bullying (including cyberbullying) or harassment (see Appendix A for definition).
2. A school-wide approach will be taken to deal with bullying and harassment in a consistent and systematic way, with a focus on student safety and wellbeing.
3. Disciplinary measures will apply to students in breach of the behavior expectations established by the school and communicated through this Bullying and Harassment Policy (See Appendix B)
4. All complaints of bullying or harassment will be taken seriously and treated sensitively. This policy will be clearly communicated to students, parents and staff on the school's website and in the staff and student handbook that community members receive each year.
5. Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, tolerance, conflict resolution and problem solving.
6. An annual confidential bullying survey of the student body will be run and de-identified information will be used at staff and/or parent meetings
7. If students believe they are being bullied they may contact their classroom teacher in the first instance, or a staff member that they would prefer to discuss the matter with. If any staff member feels a student is at risk from bullying and harassing behaviours, they should discuss their concerns with a member of the Leadership Team in order to ensure appropriate support for the student. It is important that staff document fully any actions taken in response to student bullying and/or harassment (Appendix C)
8. Restorative practices will generally be the first response of a teacher to complaints of bullying. Appendix B outlines further procedures for bullying or harassment issues.

ACHIEVEMENT MEASURES:

- Student Attitudes to School Survey (section on student safety)
- Parent Opinion Survey
- Annual Bullying Survey or Emotional and Wellbeing Survey.

STATUS: **RATIFIED BY SCHOOL COUNCIL – JUNE, 2016.**

Appendix A Definition of Bullying and Harassment

Bullying is when a person, or a group of people, repeatedly upset or hurt another person or damage their property, reputation or social acceptance. Bullying may be direct physical, direct verbal, indirect or cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike.

Bullying can be:

1. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.
2. **Direct verbal bullying** – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. **Indirect bullying** – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person, damaging a person's social reputation or social acceptance, or cyberbullying.

Exclusion is any process of leaving someone out. It could take place in the classroom when students "choose" groups/partner or in the playground when someone is left out of a game or ignored. As a result victims can become disconnected from their peers or community.

Cyber-bullying is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, chat rooms, social media, Xangas or MUD rooms. It could involve setting up a defamatory personal website or deliberately excluding someone from social networking spaces. It can be verbal or written.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome and which is reasonably likely to humiliate, offend, intimidate or distress a person. For example, teasing a student because of their speech impediment.

Appendix B   Anti-Bullying and Anti-Harassment Procedures

How will a student's bullying complaint be dealt with?

Bullying complaints will be taken seriously and treated sensitively. School procedures for responding to a student who bullies or harasses others are set out below.

Note: If at any time bullying or harassment persists or is sufficiently serious, the principal may contact parents/carers and commence formal disciplinary action in accordance with the School's Student Engagement Policy/Student Code of Conduct and DET's Student Engagement and Inclusion Guidance.

Level 1 Teachers to facilitate restorative practices. Restorative practices prioritise repairing harm to relationships and people. Keys skills that are embedded within restorative practices include: active listening, facilitating dialogue, restorative questioning, problem solving, expressing emotions and empowering others to take ownership of problems. A central restorative practice is the conduct of restorative conferences amongst all parties involved in incidents of bullying in order to achieve reconciliation. At this point, parents need to be notified of the incident and how it was managed.

Level 2 Classroom teacher to contact parents and meet jointly with student in order to develop a plan of behavior modification. The Assistant Principal or Principal needs to be notified of actions and proposed plan.

Level 3 A student support group made up of parents, the classroom teacher and either the Principal or Assistant Principal meet to develop a management plan. The support group may also include the school psychologist or other allied health professionals.

Appendix C Documentation of Incident of Bullying or Harassment

Staff member recording incident: _____

Date:

Name of student(s) who appears to have instigated bullying

_____

_____

Year/Class: _____

Name(s) of target(s) _____

_____

_____

Name(s) of witnesses

_____

_____

Did you observe the incident?   YES ☐   NO ☐

If 'NO' who reported the incident to you? _____

Brief description of incident (what was allegedly said or done to the student who appears to have been bullied?

_____

_____

_____

_____