

BEECHWORTH PRIMARY SCHOOL



No. 1560

Believe - Persist - Succeed

Beechworth Primary School

Bullying Prevention Policy

Purpose

Beechworth Primary School will provide a positive culture where bullying is not accepted in any form, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Beechworth Primary School is a child safe environment. Our school actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. The school's Child Safe Code of Conduct is available on the schools staff network in the policies and procedures folder.

Policy statement

Background

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

Bullying is not the same as arguments, differences of opinion, occasional teasing, rough-and-tumble or schoolyard fights. What makes it different is that the incidents are ongoing, and there is usually an imbalance of size, strength and power between those involved.

Whole school engagement

At Beechworth Primary School bullying prevention;

- Is a school-wide approach to providing a safe and supportive learning environment for all students.
- All aspects of the Bullying Prevention Policy are to be carried out in accordance with DET guidelines.
- Ensures that bullying behaviours are identified, reported, recorded, minimised and acted upon.
- Provides appropriate intervention and support programs for students who bully and the victims of bullying.
- Organises preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Promotes programs in the school such as Bully Stoppers, E-Smart, Social Emotional Learning (SEL) Programs and Inclusion.

Definitions

Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. 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.

Direct physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property

Direct verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

Indirect bullying is action designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes: lying and spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude someone and damaging someone's social reputation or social acceptance.

Cyberbullying is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

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 can develop into bullying if one of the parties targets the other repeatedly in 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-episode acts: 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 people 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.

Responsibilities

It is the school's responsibility to remain vigilant to incidents of bullying and observe the behaviour of students all times. If a student is being bullied at school they may exhibit the following behaviours, which staff, parents and caregivers and students should use as a guide to what they may observe:

- become aggressive and unreasonable
- start to get into fights
- refuse to talk about what is wrong
- have unexplained bruises, cuts, scratches, particularly those appearing after recess or lunch
- have missing or damaged belongings or clothes
- have falling school grades
- be alone often or excluded from friendship groups at school
- show a change in their ability or willingness to speak up in class
- appear insecure or frightened
- be a frequent target for teasing, mimicking or ridicule.

The role of staff, parents, caregivers and students in preventing and responding to bullying, is to adhere to the procedures within this policy.

Procedures

Building belonging and connectedness within the context of the school is an ongoing strategy to bullying prevention. Promotion of inclusion and tolerance should be part of everyday messages to students. Thus establishing and maintaining a culture which embeds these important values.

Primary Prevention

- Professional development for staff relating to bullying, harassment and proven counter measures.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving e.g. Bounce Back, [Bully Stoppers](#)
- The Kids Matter Framework and Social, Emotional Learning Programs to be implemented across the school.
- Each classroom teacher to clarify at the start of each year the school policy on bullying prevention.
- Student Representative Council, staff and students to promote the philosophy of 'No Put Downs'.

Early Intervention

- Promote children and staff reporting bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
- Parents encouraged to contact the school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems.
- All incidents recorded using the Incidents of Bullying document (Appendix 1), Compass Chronicle and with reference to the Procedural Management of Incidents flowchart (Appendix 2)

Intervention

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students and staff identified by others as bullies will be informed of allegations.
- If student bullying persists parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct and Whole School Behaviour Management Procedure.
- If staff bullying persists the principal will commence formal disciplinary action.

Restore Wellbeing

- Consequences for students will be individually based and may involve:-
 - exclusion from class.
 - exclusion from yard.
 - withdrawal of privileges.
 - school suspension.
- Reinforcement of positive behaviours
- Student Support Group Meetings
- Support Structures with DET programs - [Bully Stoppers](#)
- Ongoing monitoring of identified bullies.
- Consequences for staff and parents will be individually based and may involve any of the following:
 - counselling
 - a period of monitoring
 - a formal support group
 - disciplinary actions

Relevant accountability documents

[DET - Bully Stoppers](#)

Related school policies

- Student Engagement & Inclusion Policy
- Cyberbullying Policy
- Camps and Excursion policy
- Child Safety Policy

Monitoring and review

Beechworth Primary School will:

- monitor and evaluate the effectiveness of the Bullying Prevention Policy and make adjustments when needed
- review the Policy annually
- report the effectiveness of the Policy and the schools' bullying prevention strategy to the school community annually.

Endorsed by school council:

Date: Wednesday 6th September 2017

Next review date: Annually - 2018

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INCIDENTS OF BULLYING - RECORD SHEET

DATE OF INCIDENT: _____

NAME OF VICTIM: _____ YEAR/CLASS: _____

NAME OF ACCUSED: _____ YEAR/CLASS: _____

1. Tick which of the following type(s) of bullying occurred.

Name calling _____ Isolating an individual _____ Issuing verbal threats _____

Teasing _____ Demanding or taking money _____ Forcing someone to steal _____

Physical violence e.g. hitting, kicking _____ Demanding or taking others' possessions _____

Deliberately damaging someone's schoolwork or equipment _____

Non-verbal threats e.g. 'the look', signs etc. _____

Other _____

2. Tick where the bullying occurred.

Playground _____ Toilets _____ Way to school _____ Corridors _____

In class _____ Way home _____

3. Incident reported or witnessed by:

Self: _____ Parents: _____ Other: _____ Please specify: _____

4. ANY ADDITIONAL INFORMATION

5. ACTION TAKEN

SIGNATURE: _____ DATE: _____

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Procedural Management of Incidents

