

Policy No.	Wyndham Vale PRIMARY SCHOOL	May 2015
000	Anti-Bullying & Harassment Policy	Review 2018
VRQA	Care, Safety and Welfare of staff and Students	

1. PURPOSE

The school will provide a positive culture where bullying, including cyberbullying, is not accepted, 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 and broader online learning environments. **Bullying is a clear form of harassment and will not be tolerated at Wyndham Vale Primary School.**

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

Cyber-bullying or bullying (as defined above) that occurs either online or via a mobile phone or electronic device. This may include electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome which could reasonably be expected to cause offence, humiliation or intimidation to a person.

A school-wide approach will be taken to deal with bullying (including cyberbullying) and harassment in a consistent and systematic way.

All new students and staff will be informed of the anti-harassment policy and practices at the commencement of their time at the school.

All complaints of harassment will be heard in confidence and taken seriously.

Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

Staff programs will occur periodically to keep staff informed of current issues/strategies for dealing with these issues.

There will be disciplinary consequences, covering a range of strategies, for those in breach of the Bullying (including cyberbullying) and Harassment Prevention Policy, guidelines and procedures (see Appendix A).

2. Policy Statement

2.1 To reinforce within the school community what bullying, including cyberbullying, is, and the fact that it is unacceptable.

- 2.2 To ensure that everyone within the school community is alert to signs and evidence of bullying and understands they have a responsibility to report it to staff whether as an observer, bystander or as a victim.
- 2.3 To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- 2.4 To seek parental and peer-group support and co-operation at all times.
- 2.5 To provide clear procedures for everyone to report incidents of bullying at school.

3. IMPLEMENTATION

- 3.1 Parents, teachers, students and the community will be aware of the school's position on bullying.
- 3.2 A clear definition of bullying will be noted and communicated to all members of the school community. See Section 6. Definitions.
- 3.3 Teachers will be regularly reminded of their duty of care regarding protection of students from all forms of bullying, including cyberbullying.
- 3.4 The prevention of cyberbullying will be incorporated into the ICT Program.
- 3.5 All students, whether they are being bullied or targeted, a bystander, or are bullying or harming others, are able to play a role in preventing and responding to concerns about safety and wellbeing. This can involve talking to a teacher about what is happening so they can work together to resolve the issue.
- 3.6 The school will adopt a four-phase approach to bullying.
 - 3.6.1 **Primary Prevention:**
 - 3.6.1.1 Professional development for staff relating to bullying, harassment and proven counter measures.
 - 3.6.1.2 Community awareness and input relating to bullying, including cyberbullying, its characteristics, its effects on victims and the school's programs and response.
 - 3.6.1.3 To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
 - 3.6.1.4 A bullying survey and yard survey will be administered and acted upon each year early in Term 3, for the children in Years 3-6. The Student Wellbeing Committee, led by a senior teacher, with representation from all teams across the school, will be responsible for its implementation, and will be expected to report the findings to the Principal.
 - 3.6.1.5 'Positive Behaviour in School Program (PBS) based on the school values of **respect, honesty and responsibility** will be implemented across the school. (refer to Whole School Positive Behaviours Policy)
 - 3.6.1.6 Use of COMPASS reporting system to track incidents in the class and yard. Teachers will record incidents so that grade teacher and Principal class are aware of incidents. This tool will enable school leadership to collect data on areas of concern.
 - 3.6.1.7 Each classroom teacher to clarify with students at the start of each year the school policy on bullying, including cyberbullying.
 - 3.6.1.8 The curriculum to include anti-bullying messages and strategies e.g.: 'School Wide Positive Behaviour Program and 'No Blame Approach to Bullying' and DET 'Bully Stoppers' programs.

3.6.1.9 Junior School Council, peer support delegates, staff and students to promote the philosophy of ‘No Put Downs;’ and reinforce the School Wide Positive Behaviours Program

3.6.2 **Early Intervention:**

3.6.2.1 Promote children and staff reporting bullying incidents involving themselves or others.

3.6.2.2 Classroom teachers and Principal will remind students and staff to report incidents of bullying when it is observed.

3.6.2.3 Inappropriate student conduct whilst using ICT will be documented through COMPASS (when the software is available)

3.6.2.3 Parents will be encouraged to contact the school if they become aware of a problem.

3.6.2.4 Public recognition and reward for positive behaviour will be part of the weekly Class Awards.

3.6.2.5 Parents will be contacted when issues about their child becomes known.

3.6.3 **Intervention:**

3.6.3.1 Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.

3.6.3.2 Students and staff identified by others as bullies will be informed of the allegations.

3.6.3.3 Parents will be contacted.

3.6.3.4 Both bullies and victims will be offered counselling and support.

3.6.3.5 If a child is found to be a cyberbully, they will be banned from access to the school’s network and computers for a period of time, as determined by the Principal, depending on the severity of the incident.

3.6.3.6 If a child is found to have used a mobile phone as part of cyberbullying they will lose the privilege of bringing their mobile phone to school for a period of time, as determined by the Principal, depending on the severity of the incident. All mobile phones must be handed in at the office in the morning and collected after school. Students will be required to sign mobile phones in and out of the office daily.

3.6.3.7 If student who is bullying persists their parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.

3.6.3.8 If staff bullying persists the Principal will initiate a formal complaints process, which may lead to formal disciplinary action

3.6.4 Post Violation:

3.6.4.1 Consequences for students will be individually based and may involve:-

3.6.4.1.1 completing an Incident Report (green form attached) stating conduct and consequences, which will be kept on file. When COMPASS program is available incidents will be logged and recorded electronically.

3.6.4.1.2 requesting a meeting with the child's parents.

3.6.4.1.3 exclusion from class.

3.6.4.1.4 exclusion from yard.

3.6.4.1.5 school suspension.

3.6.4.1.6 withdrawal of privileges.

3.6.4.1.7 ongoing counselling from appropriate agency for both victim and bully.

3.6.4.2 Reinforcement of positive behaviours.

3.6.4.3 Classroom Meetings.

3.6.4.4 Support Structures.

3.6.4.5 Ongoing monitoring of identified bullies.

3.6.4.6 Rewards for positive behaviour.

3.6.4.7 Consequences for staff will be individually based and may involve:

3.6.4.7.1 counselling

3.6.4.7.2 a period of monitoring

3.6.4.7.3 a formal support group

3.6.4.7.4 disciplinary actions

4. EVALUATION AND REVIEW

4.1 This policy will be reviewed as part of our school's regular three-year review cycle.

5. REFERENCES

5.1 DEECD - Building Respectful and Safe Schools - A resource for school communities 2010

5.2 DEECD - Effective Schools are Engaging Schools - Student Engagement and Inclusion Guidance 2014

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

6. DEFINITIONS

6.1 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. It can continue over time, it is often hidden from adults and will probably continue if no action is taken.

6.2 There are four broad types of bullying:

6.2.1 **Direct physical bullying:** includes hitting, kicking, tripping, pinching and pushing or damaging property.

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

6.2.3 **Indirect bullying:** is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:

6.2.3.1 lying and spreading rumours

6.2.3.2 playing nasty jokes to embarrass and humiliate

6.2.3.3 mimicking

6.2.3.4 encouraging others to socially exclude someone

6.2.3.5 damaging someone's social reputation or social acceptance.

6.2.4 **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.

6.3 Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. Examples of behaviour that are not classified as bullying include:

6.3.1 **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.

6.3.2 **Social rejection or dislike:** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

6.3.3 **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.

7. RATIFIED

7.1 This policy was ratified by the Wyndham Vale PS School Council on August 20th, 2015

8. APPENDIX

8.1 Wyndham Vale Primary School Student Incident Report

8.2 Wyndham Vale Primary School Positive Behaviours Program (including classroom matrix) based on the school values of respect, honesty and responsibility

8.3 Wyndham Vale Primary Schools Acceptable Use Agreement (re-cyber bullying)

Appendix 8.1 Wyndham Vale Primary School Student Incident Report

Name: _____ **Date:** _____

Report about: _____

What happened?

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Who else was there?

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What did I do wrong?

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What were the right decisions I made?

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What did the others do wrong?

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What were the right decisions they made?

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What happened immediately before this incident?

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What should I have done?

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What will I do next time?

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What should my consequences be?

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Signed:..... date:.....

<p>3E RESPECTFUL</p> <p>respect myself and other people.</p> <p>respect school property and the property of others.</p>	<p>-I can use language that is not offensive to others.</p> <p>-I can follow directions/ instructions.</p> <p>-I can take care of school equipment and buildings.</p> <p>-I can help to keep all classroom/ learning spaces clean.</p>	<p>-I can use a quiet voice so I do not disturb the learning of others.</p> <p>-I can walk when I move around I school to ensure that I do not disturb others.</p> <p>-I can <u>walk</u> on the left hand side of the hallways.</p> <p>-I can only enter a building when a teacher has directed me to do so.</p> <p>- I can keep my hands to myself.</p> <p>-I can line up quickly and wait patiently for my teacher as soon as the music begins after recess and lunch.</p>	<p>-I can look after school equipment by ensuring that I use these areas correctly.</p> <p>-I can appreciate and am aware that these spaces are shared with others.</p> <p>-I can stay within school boundaries.</p> <p>-I can attempt to solve any minor incidents using a calm voice and language that is respectful to all people involved.</p>	<p>-I can stay within school boundaries.</p> <p>-I can keep our school clean.</p> <p>-I can use language that is not offensive to others.</p> <p>-I can look after school equipment.</p> <p>-I can use my manners when I ask to join in a game</p> <p>- I can include others in a game.</p> <p>-I can listen to and be understanding of other people's ideas, opinions and beliefs.</p>	<p>-I can allow others to use the toilet in private.</p> <p>-I can use the toilets in the correct manner</p> <p>-I can use the toilet quickly and leave as soon as I am finished.</p>	<p>-I can move quickly and quietly to my room when the 8.35am bell rings.</p> <p>-I can move from the playground quickly when the music sounds at the end of recess and lunch.</p> <p>-I can walk my bike/scooter in the school yard at all times.</p>	<p>-I can follow directions/ instructions.</p> <p>-I can place my lunch order on time.</p> <p>-I can show appreciation for others.</p> <p>-I can use my manners when ordering at the canteen.</p>	<p>-I can use ICT according to the ICT agreement I signed.</p> <p>-I can take care of my Netbook and any technology I use at school.</p> <p>-I can be respectful of others when I am participating in online communities.</p>
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<p>3E RESPONSIBLE</p>	<p>-I can use equipment safely.</p> <p>-I can stay in class at all times unless given permission by an adult.</p> <p>-I can move around safely.</p> <p>-I can keep my hands and feet to myself.</p>	<p>I can use a quiet voice so I do not disturb the learning of others.</p> <p>-I can walk when I move around I school to ensure that I do not disturb others.</p> <p>-I can <u>walk</u> on the left hand side of the hallways.</p> <p>-I can only enter a building when a teacher has directed me to do so.</p> <p>- I can keep my hands to myself at all times</p>	<p>-I can look after school equipment by ensuring that I use these areas correctly.</p> <p>-I can move around the area safely, ensuring that I look out for other students.</p> <p>-I can wait my turn and understand that other students may be waiting for their turn also.</p> <p>-I can keep my hands and feet to myself.</p> <p>-I can major report problems to a teacher.</p>	<p>-I eat/ keep my food in the courtyard.</p> <p>-I can play on the play equipment when it is my year levels turn.</p> <p>-I can move around the yard safely.</p> <p>-I can keep my hands and feet to myself.</p> <p>-I can wear a SunSmart hat from Sept-April when outside.</p> <p>-I can major report problems to a teacher.</p>	<p>-I can give other people space and privacy in the toilets.</p> <p>-I can wait my turn at the sink or hand dryer.</p> <p>-I can use the toilet correctly at all times.</p>	<p>-I can wait my turn.</p> <p>-I can lock up my own bike/scooter, ensuring that I leave enough room for other students to lock up their bikes.</p> <p>--I can move around the area safely, ensuring that I look out for younger students.</p>	<p>-I can be in the Canteen area only if I intend to buy something.</p> <p>-I can move around the area safely, ensuring that I look out for younger students.</p> <p>-I can follow directions given to me by canteen staff</p> <p>-I can only purchase an item for myself</p> <p>-I can order, pay and move quickly out of the line</p>	<p>-I can keep my password and personal information private.</p> <p>-I can be smart, safe and responsible when online.</p> <p>-I can report any inappropriate material that may appear on my computer to an adult.</p>
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<p>3E HONEST</p>	<p>-I can tell the truth at all times.</p> <p>-I can be honest about my use of equipment.</p> <p>-I can be honest when I am reflecting upon my learning.</p> <p>-I can be honest and fair when working with a partner in a group.</p>	<p>- I can be honest and trusted to do the right thing when I move around the school.</p>	<p>-I can tell a yard duty teacher the facts surrounding an incident.</p> <p>-I can explain what I saw, not what other people said happened.</p> <p>-I can tell the truth and accept any consequences that may arise from my actions.</p>	<p>--I can tell a yard duty teacher the facts surrounding an incident.</p> <p>-I can explain what I saw, not what other people said happened.</p> <p>-I can tell the truth and accept any consequences that may arise from my actions.</p> <p>-I can be honest and fair when playing games with others.</p>	<p>-I can be honest and trusted to use the toilet correctly.</p>	<p>- I can be honest and depended upon to use the bike area correctly.</p>	<p>-I can be honest when I find money that does not belong to me by handing it in to the office or a teacher on yard duty.</p> <p>- I can be honest about what I have bought at the canteen.</p>	<p>-I can be honest about the websites I have access to at WVPS.</p> <p>- I can be honest about the equipment that I use.</p> <p>-I can be honest and speak to a teacher if I witness others using ICT equipment or programs inappropriately.</p> <p>-I can state the facts if an online incident occurs.</p>
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Appendix 8.3 Wyndham Vale Primary School Student ICT agreement

Part A – Our school support for the safe and responsible use of digital technologies

Wyndham Vale Primary School opened in 2015 and is becoming self-sustainable with ICT, building our technology infrastructure to produce a curriculum using various internet and digital technologies as teaching and learning tools. ICT will have a strong emphasis in our school's strategic planning and developing responsible behaviours in our new professional learning community is important in our foundational year. We see the internet and digital technologies as valuable resources, but acknowledge they must be used responsibly.

Your child has been asked to agree to use these internet and mobile technologies responsibly at Wyndham Vale primary school. Parents/carers should be aware that the nature of the internet is such that full protection from inappropriate content can never be guaranteed.

At **Wyndham Vale Primary School** we are:

- Are developing policies that outline the values of the school and expected behaviours when students use digital technology and the internet
- provide a filtered internet service
- provide access to the Department of Education and Early Childhood Development's search engine Connect (www.education.vic.gov.au/primary) which can be used to direct students to websites that have been teacher recommended and reviewed
- provide supervision and direction in online activities and when using digital technologies for learning
- provide opportunities for students to publish work on our school website or blog to support the development of digital skills literacy skills
- are developing a CyberSafety program at the school
- provide support to parents/carers through the provision of appropriate information

Part B- Wyndham Vale Primary School (Student ICT Agreement – Parents, please discuss these with your child prior to signing this agreement)

When I use digital technology I agree to:

- be a safe, responsible and ethical user whenever and wherever I use it
- support others by being respectful in how I communicate with them and never write or participate in online bullying (this includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour)
- talk to a teacher if I feel uncomfortable or unsafe online or see others participating in unsafe, inappropriate or hurtful online behaviour
- seek to understand the terms and conditions of websites and online communities and be aware that content I upload or post is my digital footprint
- protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images
- use the internet for educational purposes and use the equipment properly
- use social networking sites for educational purposes and only as directed by teachers
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary)

- think about other users' intellectual property and how I use content posted on the internet.
- not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student
- not reveal my password to anyone except the system administrator or the teacher
- not bring or download unauthorised programs or files, including games and music files, to the school or run them on school computers.

When I use my iPod or other mobile device I agree to:

- only take photos and record sound or video when it is part of an approved lesson/excursion
- seek permission from individuals involved before taking photos, recording sound or videoing them (including teachers)
- seek appropriate (written) permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space
- be respectful in photos I take or video I capture and never use these as a tool for bullying.

Please note that Wyndham Vale Primary School does not encourage students to bring mobile phones to school and requires that, if it is necessary to bring them, they are handed in to the office on arrival at school. They will be signed in and out using a log book at the front office.

This Acceptable Use Agreement also applies during school excursions, camps and extra-curricular activities. I acknowledge and agree to follow these rules. I understand that my access to the internet and mobile technology at school will be renegotiated if I do not act responsibly.

I have read the Acceptable Use Agreement carefully and understand the significance of the conditions and agree to abide by these conditions. I understand that any breach of these conditions will result in internet and mobile technology access privileges being suspended or revoked.

Student Name _____ Year Level _____

Student Signature _____

Parent Name: _____

Parent/Carer Signature _____ Date _____