Rationale

At Kingsville Primary School our vision is to build a community of active learners who can meet the challenges of our rapidly changing world and become responsible global citizens.

We aim to create an environment of mutual respect in which all students, teachers and community members can grow and learn, feeling they are safe and valued at all times. This understanding is underpinned by the attributes of the IB learner profile. Kingsville Primary School is committed to creating a safe and inclusive environment for all its students, including LGBTQIA students.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB Learners strive to be:

- **Inquirers**
- **Knowledgeable**
- **Thinkers**
- **Communicators**
- **Principled**
- **Open-minded**
- **Caring**
- **Risk-takers (Courageous)**
- **Balanced**
- **Reflective**

This policy should be read in conjunction with the Student Engagement & Wellbeing Policy

All individuals have the right to be fully engaged in a learning environment that is safe, supportive and inclusive. Everyone at Kingsville Primary School deserves to be treated with respect and integrity. Underpinning this, is the rights and responsibilities of equity, participation, physical safety and environment, supportive learning, diversity and individuality, bullying and cyber-bullying.

Refer to Rights and Responsibilities section of the Student Engagement & Wellbeing Policy for more detail.

Kingsville Primary School does not tolerate bullying in any form. The school is committed to providing a safe environment for students, parents, teachers and visitors. All members of the school community have the right to learn and work in a respectful environment and to understand and acknowledge that:

- bullying is unacceptable

- harassment on the grounds of sex, culture, race, colour, religious belief and physical impairment is illegal
- bullying behaviour may have a negative effect on student's social and emotional wellbeing and ability to participate in school
- victims need appropriate support
- students who exhibit bullying behaviours need support in learning alternative social actions.

BULLYING is any repeated and ongoing behaviour to an individual that is deliberately hurtful, unwelcome or threatening.

There are five kinds of bullying

- **Physical bullying:** e.g. hitting, poking, tripping, pushing or damaging someone's belongings, unwanted touching, stealing
- **Verbal bullying:** e.g. name calling, insults, put downs, homophobic or racist remarks, verbal abuse
- **Social bullying:** e.g. lying, spreading rumours, playing nasty jokes, mimicking, deliberately excluding someone
- **Psychological bullying:** e.g. intimidation, manipulation, stalking
- **Cyber bullying:** e.g. using technology (such as email, blogs, mobile phones, chat rooms, social networking sites etc) to verbally, socially or psychologically bully (see appendix 1 attached)

Bullying is not:

Many distressful behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are socially unpleasant situations that are often confused with bullying:
- an argument or disagreement
- social rejection or disliking someone
- single episodes of nastiness or spite
- random acts of aggression or intimidation

Purpose

To create a safe environment where bullying is unacceptable and all students, parents and staff work towards:
- preventing bullying behaviours
- dealing effectively with any bullying that occurs.

The elimination of bullying at Kingsville Primary School is everyone's responsibility. A person who is bullied does not have the problem alone because bullying adversely affects everyone in the community in one way or another. For example:
- the student who is bullied and their family, both suffer emotional and physical distress
- bullying creates a climate of intimidation and fear in which effective learning cannot take place. No one is safe whilst bullying is happening.
- students who are aware of bullying but do nothing about it often feel guilty and ashamed

Both students who bully and the bystanders can:
- become desensitised to cruelty and injustice
- fail to develop social responsibility
- and, in some cases, become involved at a later stage in workplace bullying and/or other forms of anti-social behaviour
- impact on the way in which the school is perceived in the community

Implementation

At Kingsville Primary School we have a strong commitment to prevent and minimise bullying in the school. We are committed to the use of a combination of approaches as we believe there is no one simple strategy to achieve a safe and harmonious environment. (see Appendix)

Kingsville Primary School will
- ensure behaviour that constitutes bullying is clearly defined by students, parents and staff.
- support all members of the school community by encouraging them to report incidents of bullying.
- promote a secure and happy school environment.
- investigate any complaint by a student, staff or parent and take appropriate action according to guidelines in the **Student Engagement & Wellbeing Policy**
- educate staff, parents and students to recognise forms of bullying
- ensure staff, parents and students recognise that support, counselling and mediation will be part of the response to bullying incidence
- provide suitable counselling, monitoring and support for students, staff and parents through the School Guidance Officer, as appropriate

Procedures for dealing with unacceptable behaviours

The process below outlines the process for dealing with unacceptable behaviours. The Restorative Practices process is the agreed approach for dealing with all student welfare issues, including bullying. (see over page)

Last Reviewed: 2018	Next Review: 2020

The following is a step by step approach to school actions and consequences. This is a fluid approach and the <u>entry point</u> of the approach will be different for different children and different situations and circumstances.

Step 1   Teacher Chat   (this may include support of Restorative Chat. See appendix 3 Student Engagement and Wellbeing Policy)

- Open minded approach where everyone has an opportunity to tell their story
- Reminder of school/class essential agreements
- Ensure student is clear about inappropriate behaviour and acknowledges what they have done wrong
- Apology if appropriate or action needed to restore relationship

Step 2   Withdrawal from class program or play situation

- Timeout in classroom to reflect on behaviour/or quiet play area
- Moved to another classroom
- 'Let's Make It Right' given (see appendix 4&5 Student Engagement and Wellbeing Policy)

Step 3   Discuss with Principal, Welfare Coordinator or leadership members

- Immediate withdrawal from class or playground to supervised area outside the office
- Staff member records incident
- Behaviour chronicle form completed on Compass

Step 4   Following actions taken by Principal or delegate in conjunction with staff involved:

- Parents informed/meeting arranged
- Counselling/restorative justice action taken

Step 5   Serious Breaches of Student Behaviour

Principal, staff involved will follow DET guidelines for Student Engagement Policy

1. Behavioural contract meeting with parents and Principal. Parents and principal to sign. Student warned that if contract is broken they are suspended (level of suspension depends on severity of behaviour)
2. Student breaks contract. Parent informed.
3. Student suspended (school follows course of action signed off by parents and the principal in contract)
4. Students who continue to break behavioural contracts will be considered for expulsion.
5. Expulsion will follow the guidelines set out by DEECD in the student engagement handbook.
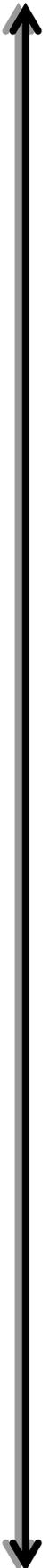
Refer to "A typical Restorative Chat" Appendix 3 Student Engagement & Wellbeing Policy.

1. Strategies the school will use to respond to a confirmed incident of bullying:

- Record any statements from the recipient of bullying. This information will be recorded on the Student Welfare Data file and kept for future reference
- Record any statements from witnesses
- Record any statements from the student who allegedly bullied
- Discuss a range of possible solutions to manage the situation and find a resolution to which all parties involved agree
- Advise all involved that they may make additional reports if they are not satisfied that the issue has been resolved
- Advise the parents of the victim, and the student who bullied, of the incident
- Monitor and record the situation on an ongoing basis
- Where necessary provide support and the opportunity for counselling for the victim and the student who bullied
- Develop an Individual Behaviour Management Plan, where necessary, for the student who bullied and the victim, to promote and establish positive peer relationships
- Establish graduated behaviour management strategies for the student who has bullied.

2. Most cases of bullying will be dealt with by the class or duty teacher. Incidents of repeated or ongoing bullying or incidents of a serious nature will be referred to the Principal or Principal's representative who will deal with them in the following manner:
- Meet individually with the students involved (victim and bully or bullies)
- Give the bully the opportunity to make amends for his/ her behaviour. This is to be acceptable to the victim
- Determine appropriate action to be taken. Depending on the seriousness of the case this may involve: timeout, strict supervision, counselling and/or suspension
- Inform/ involve parent/s
- Inform Regional Office / Health & Community Services if deemed necessary
- Referrals to appropriate agencies may be sought
- Hold a follow up meeting to discuss the progress of all parties involved

Parties involved will be advised of their right of access to the Department of Education and Training complaints procedures or to seek external review through the office of the State Ombudsman.

Following is a summary of the programs for students, teachers and parents to promote social competency and an anti-bullying environment.

These programs develop in students the strategies that promote a caring, positive and pro-social school community based on positive relationships and include:

- Teaching and learning approaches (PYP Learner Profile and Attitudes) promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Each classroom and specialist teacher develops as Essential Agreement which includes a discussion with students about behaviour expectations and consequences, and includes a clarification and defining both bullying and cyber bullying.

- Attitudes to school survey will inform school responses to Student safety issues.
- Opportunities for alternative lunchtime programs e.g. choir, library access, games, action groups, sporting clubs and a 'green kids' group
- Friday morning assemblies that focus on positive behaviours in the playground, classroom and sporting events
- Weekly awards given at whole school assemblies
- Parents are encouraged to work with the school and students in a range of programs.
- Junior School Council
- School Leaders –School Captains, House Captains
- Step Up Program that includes orientation in new levels of the school
- Prep Transition Program
- Restorative Practices
- positive parenting initiatives
- class meetings
- a significant, relevant, challenging and engaging curriculum
- Buddies Program
- daily yard supervision is provided at specified times
- annual audits of student perceptions of high risk areas and situations done on a class basis
- planning to address issues evident in the audit of student perceptions
- Student Leadership Program

Professional development activities focussing on student welfare issues are attended by individual teachers, teams of teachers and leadership.

At Kingsville Primary School our essential agreements, co-created with students, are stated positively and support the principles and practices of the school welfare program and endeavour to develop:
- an understanding and use of common language
- the attributes of the learner profile and attitudes
- social skills and social competencies.

It is important that all students speak out to break the code of silence and secrecy. This is not 'dobbing' but acting responsibly. Victims of bullying also need to feel safe to report incidents to teachers.

This requires parents to:
- Watch for any signs that their child is being bullied
- Inform the school if they suspect that bullying is taking place
- Discourage their child from retaliation if he or she is being bullied
- Be prepared to discuss incidents with the school and to co-operate with the school (in partnership) to solve the problem. (This would apply to the parents of the victim and the parents of the bully)

When staff, students and parents work together we can create a safe and caring environment where personal growth and self- esteem for all is actively promoted.

In summary, the Kingsville Primary School community is continually striving for the establishment of a cohesive, supportive and inclusive culture with a zero tolerance of bullying. The implementation of student welfare initiatives and understandings at all year levels provides students with strategies to develop positive relationships and contributes to the creation of a caring, pro-social school environment. Parents, teachers and students are supported by the provision of a variety of anti-bullying resources, programs, professionals and outside agencies.

All complaints of bullying will be handled as promptly as possible, noting that is it is important to provide all those involved with an opportunity to discuss the issue and be informed of the school's course of action.

References:

The Department of Education and Early Childhood Development
http://www.education.vic.gov.au/school/principals/participation/Pages/reengagewellbeing.aspx

You can do it by Michael E Bernard, PH.D

Anti-bullying Template for Schools by Helen McGrath

Friendly Kids Friendly Classrooms by Helen McGrath

Bounce Back by Helen McGrath

Hotshots by Helen McGrath

National Safe Schools Framework Dept of Education, Science and Training
http://www.safeschoolshub.edu.au/

The Bully You Can't See by Farah Tomazin

Cyberethics: Be alert but not alarmed by John Keysers

Research Papers

Peer Harassment, School Connectedness and Academic Achievement by Marla Eisenberg

A Strategy to Help Students with Bullying by Katherine E. Gregory

Bullying and Harassment by Dr Donna Cross

Websites:

www.education.vic.gov.au/wellbeing/index

www.bullyingonline.org

www.bullyingnoway.com.au

www.ncab.org.au

www.cybersmartkidsonline.com.au

www.cyberquoll.com.au

www.transformingconflict.com

www.restorativejustice.org

Appendix 1

Cyber Bullying

All forms of bullying, whether it be physical, verbal or cyber are not tolerated at any level in Victorian Government Schools.

Multimedia technologies have created new domains in which young people learn and interact. Technology such as mobile phones, SMS, in-phone cameras, emails and chat rooms can be an effective way to learn and a great way to communicate.

Unfortunately some people use this technology to bully others by sending threatening or unwanted messages or spreading nasty rumours.

Cyber-bullying is the use of internet and mobile phone services, including emails, chat rooms, discussion groups, instant messaging and short messaging (SMS), to ridicule, harass, humiliate, intimidate or threaten others. This can take the form of teasing, spreading rumours, sending unwanted messages and defamation. Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

Strategies for Schools to prevent and respond to cyber bullying

Develop

- Essential agreement for use of computers in the classroom
- Student Contract for use of computers at Kingsville Primary School

Raise awareness in the school community about:
- the seriousness of cyber bullying, its impact on those being bullied, and how this bullying behaviour is unacceptable;
- the need to inform the school if the student is being cyber bullied, or if the student is aware that another student is being cyber bullied;
- the school's policy and strategies to address cyber bullying;
- prevention methods such as protecting students' phone numbers and not responding to SMS messages
- the criminal offence of cyber bullying;
- the Department's anti-bullying strategy *Safe Schools are Effective Schools* and website; and
- useful websites which offer support and advice in relation to cyber bullying

Kingsville Schools takes seriously its responsibility to provide robust policy, guidelines and education for students, staff and parents in relation to what is deemed acceptable and appropriate online behaviours.

The school name, motto, logo and/or uniform must not be used in any way which would result in a negative impact for the School and its community. Students must not post photos or videos of either themselves and/or other students which clearly identity them as a member of the Kingsville Schools' community, nor post photos or videos taken during any school sanctioned activity. This includes off Campus events such as Sports Days and Camps.

Members of the School community also have a responsibility to ensure that all on-line communications are in keeping with Kingsville Schools' expectations in relation to appropriate and respectful interactions with our teaching and non-teaching staff. Students will not post inappropriate comments about individual staff members which, if said in person, would result in disciplinary action being taken.

Neither the School's network nor the broader Internet [whether accessed on Campus or off Campus, either during or after school hours, via any application] may be used for any purpose other than that which it was designed. Cyber-bullying, harassment, taking, sending and receiving naked or sexually explicit images (sexting) and other misuses of technology in cyberspace are unacceptable.

Staff who may have experienced cyber-bullying or threats online should immediately report such incidences to the Principal or the Assistant-Principal.

There are several government and commercial web-sites and publications that the school can suggest for students, families or staff to refer to regarding bullying matters.

Cyber Safety Sites for Children and Parents
- Parents - http://www.cybersmart.gov.au/en/Parents.aspx
- Hectors World -http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World.aspx (A site for young children to explore online safety.)
- CyberQuoll- http://www.cybersmart.gov.au/Kids/Fun%20things%20to%20do/Cyberquoll.aspx   (This site is for primary aged students.)
- CyberNetrix - http://www.cybersmart.gov.au/cybernetrix/index.html (A site for teenagers to learn how to be smart online.)
- Super Clubs Plus - http://www.superclubsplus.com.au/ (An environment for students to learn about online social networks
- http://www.cybersmart.gov.au and then follow the links to the News Article: I thought this was just meant to be fun.aspx
- www.acma.gov.au/cybersaftey
- www.cybersmart.gov.au/outreach.aspx

CyberBullying
- Facts about Cyberbullying - http://www.familysafecomputers.org/bullying.htm
- Tips on how to respond - Parents - http://www.adl.org/education/cyberbullying/tips.asp#family
- What is CYBERBULLYING? - http://www.stopcyberbullying.org/what_is_cyberbullying_exactly.html
- Types of Cyberbullies - http://www.stopcyberbullying.org/educators/howdoyouhandleacyberbully.html
- Quick Guide to Responding - Parents - http://www.stopcyberbullying.org/parents/guide.html
- Texting Glossary features thousands of relevant and up to date terms. - http://www.dtxtrapp.com/glossary.htm

Process for dealing with cyber-bullying is the same process for personal bullying. This document should be read in conjunction with the Student Engagement and Wellbeing Policy.