

## CASTLEMAINE NORTH PRIMARY SCHOOL ANTI-BULLYING POLICY 2019-2022

The students and staff at Castlemaine North Primary School have the right to a safe and caring environment that promotes learning, personal growth and positive self esteem. They have the right to feel safe from verbal, physical and emotional abuse. The school is committed to providing this and each member of the school community has the responsibility to ensure that this occurs. The School's Anti-Bullying Policy supports and complements the Student Code of Conduct.

### AIMS

1. To reinforce within the school community that no form of bullying is acceptable.
2. To ensure all staff members and the school community are aware of the issues related to bullying.
3. To inform the students, staff and school community of what constitutes bullying.
4. To inform the school community of its responsibility to report any bullying incidents to staff.
5. To ensure that all reported incidents of bullying are followed up and that support is given to both the bullied student and the bullying student i.e. the bullied student is supported to regain the sense of safety and also the student who bullies is supported to understand the reason for the behavior and the effects of this behavior upon others.
6. To seek parental and peer-group support and co-operation at all times.

### GUIDELINES

1. Students, teachers and parents will be made aware of the school's position on bullying.
2. Staff, students and parents have a role to play in the prevention of bullying.
3. Students, teachers and parents will be made aware of everybody's right to be and feel safe in the school environment.
4. The Golden Rule (from Wilson McCaskill's "Play is the Way") is one of the main reference points when guiding our students to reflect on their social skills – "Treat others as you would like them to treat you".

### **Definition of Bullying**

Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Bullying can take a number of forms: physical, verbal, emotional, online, psychological, gesture, extortion and exclusion.

### **What Bullying is Not**

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying –

#### Mutual Conflict

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and want a resolution to the problem.

### Social Rejection or Dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

### Single Episode Acts

Single episodes of nastiness or physical aggression are not the same as bullying. If a student 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.

Staff will manage the above situations and any breaches of the School Code of Conduct in line with the school's Discipline Policy.

## **IMPLEMENTATION**

The implementation of this policy –

### ***Requires staff to:***

1. help to create a school culture which does not tolerate any form of bullying;
2. model pro-social behaviour in interactions with all community members;
3. communicate the Anti-bullying Policy to the school community;
4. provide preventative social skills programs e.g. 'Play is the Way' (Wilson McCaskill) to develop problem-solving, assertiveness, conflict resolution and resilience, and 'Respectful Relationships'
5. regularly revisit and reinforce the school/class rules and values and clarify the school's policy on bullying;
6. actively supervise during yard duty to help reduce opportunities for bullying;
7. be observant for signs of student distress or bullying;
8. address all observed and or reported incidents of bullying, ensuring sufficient information is gathered and documented.
9. implement the School's Student Code of Conduct and discipline procedures;
10. take steps to help students who are bullied and to address the sources of the bullying.

### ***Requires students to:***

1. refuse to be involved in any bullying situation;
2. take some form of action to let the bullying student know that his/her behaviour is unacceptable i.e. being an 'upstander';
3. report the incident to the class or duty teacher.

### ***Requires parents to:***

1. ask your child to tell a staff member about any incidents where they believe they have been bullied;
2. ask your child not to retaliate to incidents of bullying;
3. be prepared to discuss incidents with the school and co-operate with the school to solve the problem. This would apply to the parents of the bullying student and the parents of the bullied student.

### **PROCEDURE FOR DEALING WITH BULLYING:**

- 1. All staff must be prepared to deal with incidents of bullying, of which they are aware or are brought to their attention.**
- 2. Students should report an incident of bullying to any teacher.**
- 3. Teachers should investigate the complaint to determine that a bullying incident has occurred** and ensure that all incidents are fully documented. Standard investigative procedures include consulting all relevant parties i.e. all students and teachers with relevant information.
- 4. The teacher should meet with the student who has bullied and discuss** his/her behaviour with them. Teachers should counsel the bullying student/s with the aim of assisting them to recognize that their behaviour is a form of bullying with hurtful consequences. Bullying students will also be made aware that their actions may constitute a breach of the law.
- 5. Staff offer the bullied student the opportunity to meet with the bullying student** for discussion and resolution of the issue i.e. using the restorative practices model. (This model assists teachers, students and parents to build, maintain and restore relationships. The Restorative approach, starts with this set of questions:
  - What happened?**
  - Who's been harmed? and**
  - What needs to happen to repair some of that harm?** The focus is on the harm that has been done and the obligation this brings on the part of those responsible to 'right the wrong' as much as possible. In this way, it's an educative approach.)
- 6. Consequences for the student/s who have bullied will be implemented consistent** with school Discipline Policy/Student Code of Conduct.
- 7. The teacher will discuss with the person who was bullied that the incident has been dealt with** and emphasise to the student the importance of immediately reporting any further incidents should they occur.
- 8. In all cases the staff member dealing with the incident will contact the parents of both** bullying student and the bullied student. Where necessary home contacts will be made by the Principal.
- 9. If the student continues to bully others, they will be referred to the Principal.**
- 10. If the bullying continues parents of the student will be requested to attend a meeting with the Principal**
- 11. If appropriate, counseling will be offered to both the student who has bullied and the bullied student.** Police may be involved if the bullying is serious enough to warrant their involvement.

## **REFERENCES:**

1. *Bullying. No Way!* (Joint Australian Education Authorities website)
2. *Safe Schools* - National Safe Schools Framework
3. *Play is the Way* (Wilson McCaskill)
4. CNPS Discipline Policy/Student Code of Conduct
5. CNPS Students' Digital Citizenship Agreement: 'iPromise' (Grades 3-6)
6. *Restorative Practices* - [www.restorativepractices.org.au/](http://www.restorativepractices.org.au/)
7. *Resilience, Rights and Respectful Relationships* – Victorian Department of Education & Training

## **EVALUATION**

This policy is to be reviewed triennially as part of the School Council's review cycle.

**This policy was reviewed and ratified by School Council November 2019**

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(Principal)

(President of School Council)

**Date:** November 2019

**Review Cycle Date:** November 2022