Caulfield South Primary School

C.S.P.S. #3.3

Safe and Respectful Schools Policy
(Anti- Bullying and Harassment)

RATIONALE

C.S.P.S. is a place of learning where students feel safe and secure in their school environment. Members of the school staff are committed to the shared vision of promoting a safe, caring, respectful, supportive and inclusive school community, which sends a clear message that bullying and harassment in all forms will not be tolerated. This policy should be read in conjunction with the Student Code of Conduct Policy and Student Engagement and Well-Being Policy.

DEFINITION

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

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.

AIMS

- To have clear understandings of what constitutes bullying and harassment and that they are unacceptable and will not be tolerated.
- That everyone in the school community be alert to signs and evidence of bullying and be responsible for reporting it to staff, whether as an observer or the person harmed.
- To ensure that all reported incidents of bullying are followed up and that support is given to the persons harmed and perpetrators.
- To seek parental and peer-group support and cooperation at all times to develop a safe, caring, respectful and supportive school environment.
- To address bullying behaviour through the implementation of classroom programs and procedures that encourages co-operative and problem-based learning.
- To develop a connectedness through such structures as peer support, student leadership and student ownership.
- To develop resilience, a sense of optimism and reduce anxiety, through transition and social skills programs at different stages of schooling.
- To develop a strong and consistent school behaviour management system.

GUIDELINES

Caulfield South P.S. will not tolerate bullying (including cyberbullying) or harassment.
A school-wide approach will be implemented to deal with bullying and harassment in a consistent and systematic way, with a focus on student safety and wellbeing.
Disciplinary measures will apply to students in breach of the behaviour expectations established by the school and communicated through the *Promoting a Safe and Supportive*

School Environment Policy (see Student Code of Conduct & Student Engagement and well-Being Policy).

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 through the school newsletter periodically.

IMPLEMENTATION

Caulfield South P.S. will adopt a 4-phase approach to bullying. Procedures will be based on the *Framework for Student Support Services in Victorian Government Schools* and its support materials. C.S.P.S. will monitor and review strategies and programs for effectiveness and suitability. The following structure and strategies will be used:

Primary Prevention- *Building and promoting a sense of belonging and wellbeing.*
Strategies in this area are designed to address the emotional and social health of students across the school. This area promotes positive outcomes and is whole-school in its focus. Caulfield South P.S. uses preventative curriculum programs that promote resilience, life and social skills, assertiveness, tolerance, conflict resolution and problem solving. (i.e. *Bully Stoppers'* and the *'Friends* program', implemented in Years 2, 4 & 6.

- The *Restorative Practices* program is implemented at all year levels. By increasing coping skills and developing resilience, the strategies employed in this area are aimed at reducing risk factors and vulnerability.

- The *Restorative Practices* model and *Friends* program are utilised to raise student awareness about bullying and harassment, to provide a forum for discussion and to aid development of positive attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs, classroom discussions and occasional activities run by outside experts.

- Playground support from the *Playground Peace Makers*, alternative extra-curricular lunchtime activities and Year 5 buddies promote student wellbeing.

- Staff professional development programs will occur periodically to keep staff informed of current issues/strategies for dealing bullying and/or harassment issues.

- An annual bullying survey of the student body will be run, whereby de-identified information and data will be analysed at staff and/or parent meetings.

Early Intervention – *Strengthen coping skills & reduce risk.*
Strategies in this area target specific individuals and groups who are identified as being vulnerable. Early identification, assessment and management of children at risk rely on an integrated approach that recognises and validates the legitimate concerns and beliefs of staff and parents.

If students believe they are being bullied they should advise a staff member. In the first instance students should advise their class teacher or a yard duty teacher, but they may also advise any staff member they would prefer to discuss the matter with.

Intervention – *Access support and provide treatment.*
Strategies in this area focus on the individual needs of specific students. Such strategies may involve the provision of additional professional services and support. They may be ongoing or for particular periods of time.

If any staff member perceives that a student is at risk from bullying and harassing behaviours they should discuss their concerns with the Year Level Coordinator or Assistant Principal 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 B*)

Strategies that may be used by the school to assist students may include: education in coping strategies, assertiveness training, problem-solving, mentoring and social skills, counselling, peer support and behaviour modification.

Restoring Wellbeing- *Manage trauma and limit impact.*
Strategies in this area focus on the provision of appropriate support to students and other school community members affected by emergency situations and traumatic events that are generally beyond the normal ability of people to cope.

LINKS AND APPENDICES

Links which are connected with this policy are:
> DET's **Student Engagement and Inclusion Guidance**

- The school's Acceptable ICT Agreement (re: cyberbullying- see school website)
- DET's Bully Stoppers: Make a Stand, Lend a Hand
  DET's **Vulnerable Students**

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Supporting links:
- Bully Free World: Special Needs Anti-bullying Toolkit
- Australian Human Rights Commission-Human Rights in the School Classroom
- Safe Schools Coalition Victoria
- Racism. No Way! Anti-Racism education for Australian Schools

Appendices which are connected with this policy are:
- Appendix A: Anti-Bullying (including Cyberbullying) and Anti-Harassment Procedures
- Appendix B: Reporting on Incident of Bullying/Harassment- Template
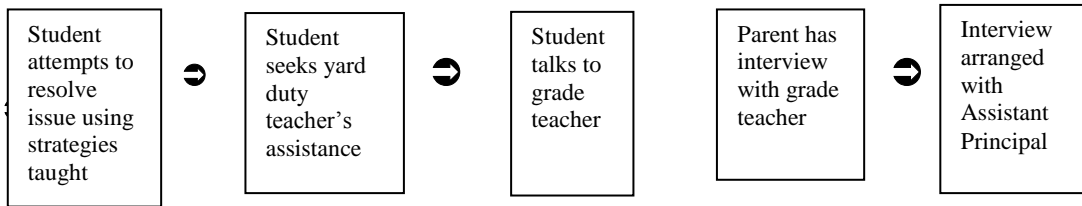
EVALUATION

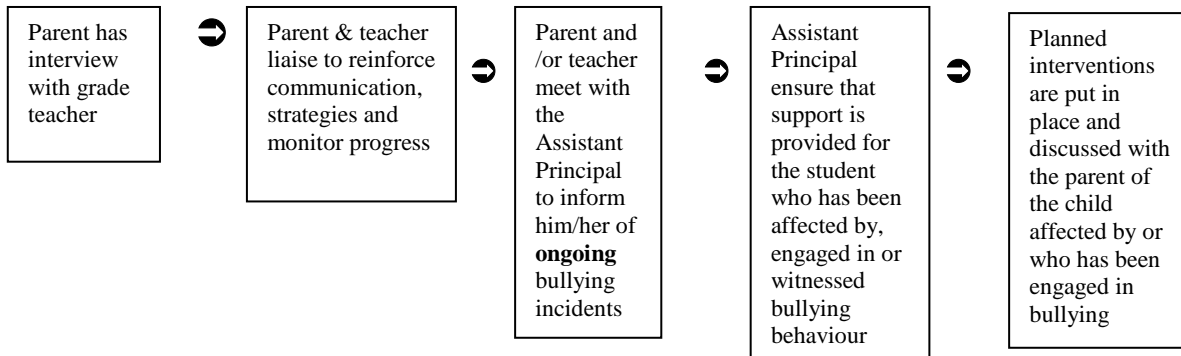This policy will be revised for updates annually.

Ratified by School Council: 20.7.16

Safe and Respectful Schools Policy-3.3   (Anti- bullying and Harassment)

Appendix A
Process to inform school of complaint- How will a student's bullying complaint be dealt with?

Student

| Student attempts to resolve issue using strategies taught | ⮀ | Student seeks yard duty teacher's assistance | ⮀ | Student talks to grade teacher | | Parent has interview with grade teacher | ⮀ | Interview arranged with Assistant Principal |

Parent

| Parent has interview with grade teacher | ⮀ | Parent & teacher liaise to reinforce communication, strategies and monitor progress | ⮀ | Parent and /or teacher meet with the Assistant Principal to inform him/her of **ongoing** bullying incidents | ⮀ | Assistant Principal ensure that support is provided for the student who has been affected by, engaged in or witnessed bullying behaviour | ⮀ | Planned interventions are put in place and discussed with the parent of the child affected by or who has been engaged in bullying |

Note: Parents are under no circumstances to approach other people's children to discuss discipline matters

LEVELS
1. If the bullying or harassment incident is minor or a first time occurrence, teachers may elect to use one or more of the following:
    -   stopping the bullying, re-stating rules and consequences and a reminder of the Safe and Respectful Schools Policy
    -   restorative questioning
    -   reflection sheet to complete during a recess or lunch break
    -   private conference
    -   shared control discussion

    If a student does not take control of their behaviour, the Year Level Coordinator, Assistant Principal or Principal should be notified.

2. If the bullying or harassment continues, or in instances of severe bullying or harassment, a referral should be made to the Assistant Principal who may:
    -   Provide counselling support for the victim.
    -   Meet with the perpetrator to develop a Behaviour Support Plan or other type of behaviour modification strategy document.
    -   Meet with the parents of the student to discuss strategies.
    -   Provide opportunities for discussion and mentoring of different social and emotional learning competencies, including structured learning activities.
    -   Conduct a restorative conference separately with the perpetrator and 'target'.

3. If the inappropriate behaviours of bullying or harassment continue a staged response (Read *Student Engagement and Wellbeing Policy* pg16) will be actioned.

4. If at any time bullying or harassment persists or is sufficiently serious, the principal may contact parents or carers and commence formal disciplinary action in accordance with

the School's Student Engagement Policy, the Student Code of Conduct and DET's Student Engagement and Inclusion Guidance.

Appendix B

Reporting on an Incident of Bullying/Harassment   Date:_____

Staff member recording incident: _____

Name of student/s who appears to have instigated bullying

Name/s	Year

Name/s of target/s

Name/s	Year

Name/s of witnesses

Name/s	Year

Did you observe the incident?   Yes [ ]   No [ ]

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

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

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