



Anti-Bullying Policy

Definition:

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

Rationale:

Jeparit Primary School will provide a positive culture where bullying 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.

Aims:

To reinforce within the school community what bullying is, and the fact that it is unacceptable

To ensure that everyone within the school community is alert to signs and evidence of bullying and to accept their responsibility to report it to staff whether as an observer or victim

To ensure that all reported incidents of bullying are followed up appropriately, and that support is given to both victims and perpetrators

To seek parental and peer-group support and co-operation at all times

Implementation:

Parents, teachers, students and the community will be aware of the school's position on bullying

Jeparit Primary School will adopt a four-phase approach to bullying

A. Primary Prevention:

Professional development for staff relating to bullying, harassment and the strategies which counter-act them

Community awareness and input relating to bullying, its characteristics and the school's programs and response

The provision of programs that promote resilience, assertiveness, conflict resolution, and life, social and problem solving skills.

- A bullying survey and yard survey will be administered and acted upon at least twice annually.
- A consistent student wellbeing program implemented across the school
- Each classroom teacher will clarify at the start of each year the school policy on bullying
- Electives and structured activities will be made available to students during some lunch breaks

B. Early Intervention:

Promote children reporting bullying incidents involving themselves or others

Classroom teachers reminding students on a regular basis to report incidents, and that reporting is not dobbing

Parents encouraged to contact the school if they become aware of a problem

Pacific Room – a designated safe and quiet place for children to access at recess and lunch times (Library)

Public recognition and reward for positive behaviour and resolution of problems

C. Intervention:

Students identified through the Bullying Survey will be counselled

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

Both bully and victim will be offered counselling and support

If bullying is ongoing, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct

D. Post Violation:

Consequences may involve:-

- withdrawal of privileges
- exclusion from class
- exclusion from the playground
- school suspension
- ongoing counselling from an appropriate agency for both victim and bully
- Ongoing monitoring of identified bullies

Rewards for positive behavior.

Evaluation:

This policy will be reviewed with student, parent and community input as part of the school's review cycle.

Anti-Bullying Action Plan

Jeparit Primary School believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind.

The school's curriculum is to be an instrument to combat violence, bullying and harassment

The school actively strives to prevent the misuse of power – physical, verbal, sexual and psychological

The school actively strives to prevent discrimination on the basis of race, culture, religion, gender, language, disability, sexual preference and physical attributes.

Our safe working environment is outlined in our statements of an individual's rights. Bullying, violence and harassment are not tolerated because they infringe our fundamental rights to safety and fair treatment. Bullying refers to a willful conscious desire to hurt, threaten or frighten. It can be physical, verbal or psychological in nature and is ongoing. It gives power through another's pain, fear and humiliation.

This school will not tolerate such behaviour under any circumstances.

Action Plan

In developing its action plan the school will:

Attempt to resolve conflict by encouraging positive pro-active solutions. This may include problem solving, conferencing, mediation and appropriate preventative support.

Support for victims

Teachers will incorporate into the curriculum a personal development program including role-play, classroom meetings and cooperative group activities, to assist students develop assertive rather than aggressive ways of dealing with situations of conflict. The 'Healthy Relationships' and "Better Buddies" programs will form the basis of this curriculum.

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Victims are encouraged to report to members of staff and/or parents, all incidents of bullying, violence and harassment. Staff action in relation to such reports will focus on resolution of the issue to ensure each party's continued safety.

Staff are encouraged to follow the following steps in resolving bullying and conflict.

Step 1 – Interview the victim

The teacher should talk to the victim about their feelings. He/she does not question the victim about the incidents, but they need to know who was involved.

Step 2 – Convene a meeting with all the people involved

The teacher arranges a meeting with all students involved. This should include some bystanders or colluders who joined in but did not initiate the bullying.

Step 3 – Explain the problem

The teacher tells the 'bullies' how the victim feels. The teacher does not discuss the details of the incidents or allocate blame on the group.

Step 4 – Share responsibility

The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.

Step 5 – Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.

Step 6 – Leave it up to them

The teacher ends the meeting by passing the responsibility to the group to solve the problem and arranges to meet them again in a week.

Step 7 – Meet them again

About a week later the teacher may discuss with each student, including the victim, how things have been going.

Positive Practices among staff:

The staff of Jeparit Primary School will model and actively reinforce appropriate behaviour.

Multi-Cultural Diversity Policy

The intent of this policy is to facilitate an environment in our school that is free from racial discrimination and harassment. To foster this environment everyone within the school community is responsible for:

- Respecting cultural diversity and individual differences amongst staff, students and the community
- Enhancing their knowledge and understanding of the causes and effects of racism
- Participating in the development of a school environment that is free from racism and harassment.

What the school will do:

- Provide an environment in which students learn to value individual differences and treat each other with respect
- Develop programs to promote an understanding of the cause and effect of racism
- Integrate knowledge and perspectives of Aboriginal culture in teaching and learning programs
- Establish a partnership with community groups to foster racial harmony and respect for all
- Facilitate the grievance process by ensuring complaints of racial discrimination and harassment are dealt with promptly and appropriately.

Dealing with Incidents of racial discrimination or harassment:

- Investigate the incident fully and document
- Negotiate the desired outcome with the student concerned
- Facilitate the negotiation between parties and attempt to resolve the issue
- Document the outcome.

Review Cycle 2-3 years