

MANCHESTER PRIMARY SCHOOL

POLICY: BULLYING (including cyber-bullying) and HARASSMENT POLICY

1. PURPOSE

- 1.1 To create an environment where everyone feels safe and able to contribute to their community.
- 1.2 To ensure that all members of the community are committed to maintaining a safe and caring environment that promotes personal growth and positive self-esteem for all.

2. BROAD GUIDELINES

- 2.1 Staff will be expected to be role models in words and actions and to actively promote the TRIBES practices in building a learning community.
- 2.2 Students will be explicitly taught to be assertive using the Restorative Practice language and will be encouraged to actively report any bullying behaviours.
- 2.3 Rather than using punitive measures each time, each incident will be treated as a learning opportunity, unless in the cases of repeat offenders.
- 2.4 Staff will be expected to be on time and actively patrolling during yard duty and be observant of signs of distress or suspected bullying incidents.
- 2.5 Staff will be expected to assist to remove sources of stress without placing students at further risk.
- 2.6 Staff will be expected to counsel students demonstrating bullying behaviour and conduct restorative processes with the students involved.
- 2.7 Staff will report incidents to the classroom teacher who will assess if the matter needs to be escalated.
- 2.8 Students will be expected to be assertive and to refuse to be involved in situations involving bullying or harassment, even as onlookers.
- 2.9 Students will be expected to tell a teacher about situations involving bullying or harassment.
- 2.10 Students will be informed of suitable preventative strategies to take in situations involving bullying or harassment.
- 2.11 Students are expected to not retaliate. Students being bullied or harassed will be expected to make it clear that they don't like the behaviour by:
 - a) using an "I" statement
 - b) walking away
 - c) telling a teacher.

- 2.12 Parents will be encouraged to watch for signs of distress in their children such as unwillingness to attend school, a pattern of headaches, missing belongings, damaged clothing or bruising.
- 2.13 Parents will be encouraged to take an active interest in their children's social life and acquaintances.
- 2.14 Parents will be expected to advise children to report bullying or harassment incidents to a teacher, encouraging the child to address this responsibility themselves. Repeats may require the parent to personally report the problem.
- 2.15 Parents may be asked to attend interviews if their child is involved in bullying.
- 2.16 Parents will be expected to inform the school of bullying incidents even if their own children are not directly involved.
- 2.17 Parents will be expected to oversee the use of social media in the home to ensure that online bullying is not occurring. They need to be mindful of age restrictions and ensure that their children are not breaching rules or laws.
- 2.18 Teachers will go through the Internet User Agreement at the start of the year emphasising the school's expectations of responsible internet protocols.
- 2.19 Teachers will be alert to any child's use of the internet in the classroom which must not occur unless under a teacher's direct supervision.
- 2.20 Teachers will routinely undertake the online Bullying Harassment training.

3. BASIS OF DISCRETION

- 3.1 Guidelines as set out in Code of Conduct to be followed.
- 3.2 This policy is subject to DEECD Guidelines.

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MANCHESTER'S CODE OF CONDUCT

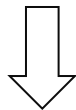
Manchester's Behavioural Code is based on respect for oneself, others and the environment.

MINOR BREACHES

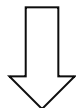
Minor breaches include not following respectful classroom norms, disrupting the learning of others etc.

REMIND → WARN → ACT

**Time out in buddy class
or classroom teacher
discipline.**



**If there is misbehaviour in
buddy class or if there are 3
removals to buddy class,
student sent to AP and if not
available, to the Principal.**



**Depending on incident,
parents contacted, negotiated
course of action, behaviour
plan, suspension etc.**

MANCHESTER'S CODE OF CONDUCT

Manchester's Behavioural Code is based on respect

for oneself, others and the environment.

MAJOR BREACHES

Major breaches include fighting, assault, theft, failure to comply with reasonable and clearly communicated instruction and/or consistent bad behaviour.

1st Incident

Depending on incident:

- Verbal warning
- Negotiated course of action
- Consequence
- Parents contacted



2nd Incident

- Escalated consequence
- Parents contacted
- Sent to AP
- Behaviour plan



3rd Incident

- Parents contacted
- Meeting arranged with principal, class teacher and parents
- Escalated consequence
- Revise behaviour plan

**CLASS TEACHER TO BE INFORMED OF ALL INCIDENTS TO
MAINTAIN CONTINUITY OF PROCESS**

Appendix B

Anti- Bullying (including cyber-bullying) and Anti -Harassment Procedures

What are Bullying, Cyber Bullying and Harassment?

Bullying

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.

Types of Bullying

There are three broad categories of bullying:

1. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.
2. **Direct verbal bullying** – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. **Indirect bullying** – this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone's social reputation and social acceptance
 - cyber-bullying, which involves the use of electronic means to humiliate and distress

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 usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

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 of nastiness or meanness, or random acts of aggression or intimidation

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.

Cyber-bullying

Consists of covert, psychological bullying, conveyed through the 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 or offensive to a person.

Why do we have a policy on these?

To provide a safe and friendly school environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the *Commonwealth Sex Discrimination Act* and the *Victorian Equal Opportunity Act*.

What are the effects of bullying and harassment?

- poor health - anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If you are not sure about your behaviour you can:

- check it out by asking if it is offensive or inappropriate
- stop it
- apologise
- take it seriously if someone says they are feeling uncomfortable
- talk it over with an adviser or somebody who has an understanding of the issues

What are some of the feelings victims of bullying or harassment may experience?

- *"I will ignore it and it will go away."*

If anything it will make things worse - you will give the impression that you agree with the situation.

- *"I don't want to cause trouble."*

Most causes of harassment are sorted out quite simply. By speaking up, action can be taken to address the problem.

- *"Am I to blame?"*

Victims of harassment or bullying sometimes feel that it is their fault. Victims are made to feel guilty by the offender and often blame themselves. It is your right to have a safe environment free from harassment or bullying.

- *"Am I imagining things?"*

Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.

Bullying or harassment can often make people feel:

- embarrassed or ashamed
- offended or humiliated
- intimidated or frightened
- uncomfortable

What should you do if you see another person being bullied or harassed?

Tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Bullying can involve

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
- publicly excluding a person from your group
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyber-bullying can involve

- *Flaming* – online fights using electronic messages with angry or vulgar messages
- *Harassment* – repeatedly sending nasty, mean and insulting messages
- *Denigration* – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- *Outing* – sharing someone's secrets or embarrassing information or images online
- *Exclusion* – intentionally and cruelly excluding someone from an online group
- *Cyber-stalking* – repeated, intense harassment and denigration that includes threats or creates significant fear

Harassment is usually directed at a person because of their gender, race, creed or abilities – it can be subtle or explicit

Subtle (the most common) they include:

- offensive staring and leering
- unwanted comments about physical appearance and sexual preference
- racist or smutty comments or jokes
- questions about another's sexual activity
- persistent comments about a person's private life or family
- physical contact e.g. purposely brushing up against another's body
- offensive name calling

Explicit (obvious) they include:

- grabbing, aggressive hitting, pinching and shoving, etc
- unwelcome patting, touching, embracing
- repeated requests for dates, especially after refusal
- offensive gestures, jokes, comments, letters, phone calls or e-mail

- sexually and/or racially provocative remarks
- displays of sexually graphic material – pornography
- requests for sexual favours
- extreme forms of sexual harassment will lead to criminal prosecution

What do you do if you are being bullied or harassed?

- tell the person you don't like what they are doing and you want them to stop
- discuss the matter with the Principal, Assistant Principal or a teacher that you feel comfortable with
- the school will take your concerns seriously - all complaints will be treated confidentially

How will your complaint be dealt with?

Your concerns will be taken seriously. All complaints will be treated confidentially. School procedures for responding to a student who bullies or harasses others are set out below.

Level 1

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion

If the student does not take control over his/her behaviour, an Incident Report Form should be completed and recorded on Grade Expert or Principal/Assistant Principal.

Level 2

If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Assistant Principal.

Actions:

- meet with the student to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and “target”

Level 3

For ‘at risk’ students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual behaviour plan should be developed by the Assistant Principal/ Principal in consultation with student, parents/carers and teachers. Individual behavior plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student’s inner social and emotional strengths (skills, values).

Level 4

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Principals/Student Welfare

Coordinators are familiar with those community agencies and organisations that can offer more intensive services to the student and student's family.

Note: The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the school's Student Code of Conduct. Furthermore, the Principal may commence formal disciplinary action in line with '*Effective Schools are Engaging Schools - Student Engagement Policy Guidelines*' (DEECD) at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyber bullying) and harassment.