



Bullying Prevention Policy



BULLYING PREVENTION POLICY

At Charthouse Primary School (CPS) we aim to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood, and accepted. Everybody has a right to enjoy their time at school. We therefore strive to build strong partnerships between the school and families ensuring all members work together for the safety of our students.

This community does not tolerate bullying, discrimination or harassment.

WHAT IS BULLYING?

Bullying is when someone *repeatedly and intentionally uses words or actions against someone to cause distress and risk to their wellbeing.*

Bullying is not the same as conflict between people (like having a fight) or disliking someone, even though people might bully each other because of conflict or dislike.

Source: Australian Human Rights Commission

BULLYING IS	BULLYING IS NOT
<ul style="list-style-type: none"> • Ongoing and regular aggressive, unkind or mean behaviours • Repeated behaviours (it must happen multiple times, in an ongoing way to be defined as bullying). • Behaviour that happens on purpose for example: <ul style="list-style-type: none"> ○ Keeping someone out of a group (online or offline). ○ Giving nasty looks, making rude gestures, calling names, being rude and impolite, and constantly negative teasing. ○ Spreading rumours or lies, or misrepresenting someone (i.e. using their Facebook account to post messages as if it were them) ○ Harassing someone based on their race, sex, religion, gender or a disability. ○ Intentionally and repeatedly hurting someone physically. • Intentionally stalking someone • Taking advantage of any power over someone else. • Regular and repeated swearing and/or verbal abuse or threats. • Ignoring others on purpose or group isolation. 	<ul style="list-style-type: none"> • Being rude – saying or doing something hurtful that wasn't planned or meant to hurt someone, e.g. someone pushing in front of you in the canteen line. • Acting in an unpleasant way near or towards someone. • Mucking about that goes too far • Being mean – doing something hurtful to someone on purpose once or twice, e.g. a friend refusing to play with you one day • Conflict – having a disagreement with a friend, e.g. two friends getting into an argument and saying mean things to each other. • Respectful feedback on behaviours you're doing that aren't ok, e.g. "It's not ok roll your eyes every time they talk about sport." • A friend putting in a 'boundary' e.g. "I don't like it when you keep telling me what to do". • Natural consequences in socialising, e.g. a friend not trusting you because you shared their secret. • "One off" incidents involving social isolation, conflict, random acts of aggression/intimidation or meanness are not defined as bullying.

PREVENTION

CPS has a whole school proactive approach and whole school strategies in place designed to build a positive and inclusive school culture through Positive Behaviour Supports and the Berry Street Education Model

Teachers are expected to incorporate classroom management strategies that educate against bullying and promote positive behaviours in accordance with the *Berry Street Education Model* and the school's *Positive Behaviour Support* programs. Students are explicitly taught what constitutes bullying and how to respond to these behaviours. This promotes resilience and confidence in conflict resolution and problem solving.

Staff support students to develop social connections and friendships with their peers, build skills in to support their peers and challenge bullying or isolating behaviour between students. Students are encouraged to look out for each other and to talk to teachers about any bullying they have experienced or witnessed,

For further information about our engagement and wellbeing initiatives, please see our Student Behaviour and Well-being policy.

REPORTING

Bullying is not tolerated at our school. We ensure bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints will be taken seriously and responded to sensitively.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff or another trusted adult as soon as possible.

Parents or carers who have concerns that their child is being bullied, witnessing bullying or demonstrating bullying behaviours at school, should initially report this to the classroom teacher who will complete an initial investigation. This will involve speaking to the students involved and any witnesses to ongoing incidents.

If the concerns are considered bullying, then it will be referred to an Associate Principal. If not, then the incident will be resolved through our *Behaviour Response* processes.

INVESTIGATING

A concern that is referred to the Associate Principal will be investigated in a timely and sensitive manner.

To appropriately investigate an allegation of bullying, the Associate Principal may:

- Speak to the those involved in the allegations, including the student who has been bullied and the student/s who are bullying.
- Speak to any witnesses to the incidents.
- Speak to the parent/carer(s) of the students involved.
- Speak to the teachers of the students involved.
- Take detailed notes of all discussions or obtain written statements from all or any of the above for future reference.

The objective is to complete a thorough and fair investigation into the circumstances of the bullying behaviour. This level of detail informs staff of the possible extent of bullying and helps determine an appropriate response.

Once the investigation is concluded the classroom teacher and the Associate Principal are then responsible for confirming the information and determining the next steps in support of all students involved.

RESPONDING

When responding to bullying, CPS aims to:

- Be proportionate, consistent, and responsive.
- Find a constructive solution for everyone.
- Stop the bullying from happening again.
- Restore the relationships between the students involved.

The Associate Principal will select an appropriate response based on:

- The age, maturity and individual circumstances of the students involved.
- The severity and frequency of the bullying, and its impact.
- Whether the student engaging in bullying behaviour has displayed similar behaviour before.
- Whether the bullying took place in a group or one-to-one context.
- Whether the student engaging in bullying behaviour demonstrated genuine remorse for their behaviour.

School Responses could involve:

- Implementing a *Method of Shared Concern* process with all students involved in the bullying www.kenrigby.net/11e-Shared-Concern-Method-How-it-Works.
- Follow up the Shared method of concern by facilitating a restorative meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of empathy on the part of the person who has bullied someone.
- Creating a Behaviour Support Plan for the student who exhibited bullying behaviours.
- Preparing a Safety Plan restricting contact between the student who is being bullied and students engaging in bullying behaviours.
- Providing discussion and/or mentoring for different social and emotional learning competencies of the students involved.
- Providing ongoing monitoring and support for an agreed period of time and take follow up action if necessary.
- Appropriate and proportionate disciplinary consequences for the students engaging in the bullying behaviour. This may include removal of privileges, detention or suspension consistent with our Student Behaviour and Well-Being policy.
- Implementing cohort, year group, or whole school targeted strategies to reinforce positive behaviours.
- Continued bullying would result in a further action and disciplinary consequences.

Parents of students involved will be informed by the school of the outcomes and may be invited to be involved in restorative solutions.