Purpose
Glenroy Central Primary School is committed to providing a safe and respectful teaching and learning environment where bullying and harassment is not tolerated. Glenroy Central Primary School believes that all students have the right to learn in a school environment in which they feel safe and secure.

This policy should be read in conjunction with the Student Engagement and Inclusion Policy.

Aims:

- To explain what bullying and harassment are, and the fact that they are unacceptable and will not be tolerated.
- To ask that everyone in the school community be alert to signs and evidence of bullying and have a responsibility to report it to staff whether as 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.

Definitions:

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

Bullying can be:

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** – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person, damaging a person’s social reputation or social acceptance, or cyberbullying.

**Cyber-bullying** is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, chat rooms, social media, Xangas or MUD rooms. It could involve setting up a defamatory personal website or deliberately excluding someone from social networking spaces. It can be verbal or written.

**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.
Guidelines

Glenroy Central Primary School will not tolerate bullying (including cyberbullying) or harassment. A school-wide approach will be taken to deal with bullying and harassment in a consistent and systematic way, with a focus on student safety and wellbeing. All complaints of bullying or harassment will be taken seriously and treated sensitively. This policy will be clearly communicated to students, parents and staff.

- Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, tolerance, conflict resolution and problem solving.
- Student programs will be organised to raise student awareness about bullying and harassment, to provide a forum for discussion and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs, class discussions and occasional activities run by outside experts. The curriculum will include anti-bullying messages and strategies in line with DET materials e.g. Bully Stoppers: Make a Stand, Lend a Hand and ‘No Blame Approach to Bullying’.
- Staff professional development programs will occur periodically to keep staff informed of current issues/strategies for dealing with bullying and/or harassment issues.
- There will be disciplinary consequences, covering a range of strategies, for those in breach of the Anti-Bullying (including cyber bullying) and Anti-Harassment Policy, guidelines and procedures. (Appendix A).

Student Support

If any staff member feels a student is at risk from bullying and harassing behaviours they should discuss their concerns with the 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).

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

LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:
- DET’s Student Engagement Guidance
- The school’s Acceptable ICT Use Agreement (re: cyber-bullying)
- DET’s Bully Stoppers: Make a Stand, Lend a Hand
- DET’s Vulnerable Students

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 reviewed annually or more often if necessary due to changes in regulations or circumstances.
Appendix A

Anti-Bullying & Anti-Harassment Procedures

How will a student’s bullying complaint be dealt with?

Bullying complaints will be taken seriously and treated sensitively. School procedures for responding to a student who bullies or harasses others are set out below.

**Note:** If at any time bullying or harassment persists or is sufficiently serious, the principal may contact parents/carers and commence formal disciplinary action in accordance with the School’s Student Engagement and Inclusion Policy/Student Code of Conduct and DET’s Student Engagement and Inclusion Guidance.

**Level 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-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, the Principal / Assistant Principal/ Primary Welfare Officer should be notified.

**Level 2**

If the bullying or harassment continues, or in instances of severe bullying or harassment, a referral should be made to the Primary Welfare Coordinator who may:

- provide counselling support to the victim
- meet with the perpetrator to develop a Behaviour Support Plan/other type of behaviour modification strategy document] and meet with parents of the student to discuss strategies
- 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 ‘resilience building’ plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers. Individual strength-building 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 resilience (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. The Principal, Assistant Principal and Primary Welfare Coordinator will then contact 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*](#) (DET) at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyber bullying) and harassment.
Reporting on Incident of Bullying / Harassment – Template

Staff member recording incident: __________________________________________________________

Date: / /

Name of student(s) who appears to have instigated bullying
________________________________________________________
________________________________________________________

Year: __________

Name(s) of target(s)________________________________________________________
________________________________________________________
________________________________________________________

Name(s) of witnesses
________________________________________________________
________________________________________________________
________________________________________________________

Did you observe the incident? YES □ NO □

If ‘No’ who reported the incident to you? ____________________________________________

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

What form(s) of bullying took place? Verbal □ Physical □ Indirect □ Cyber □

Other □ Please detail: __________________________

5
Describe how you responded (Did you use a school anti-bullying practice?)

________________________________________________________________________

________________________________________________________________________

Describe how student responded to your intervention

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Where / when / time incident took place:

Location:________________________________________________________________________

When: before school □ recess □ lunch □ in class □ □ after school □

Time: ___ _____ : am/pm

Date incident took place: ___ / ________________________________________________ /

Additional comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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