



Parkmore Primary School Anti-Bullying Policy

1. Definition:

1.1. Bullying is when a person, or persons, deliberately upset or hurt another person or damage their social acceptance reputation, or property in an ongoing manner.

There are four identified types of bullying:

- **Direct physical bullying:** includes hitting, kicking, tripping, pinching and pushing or damaging property.
- **Direct verbal bullying:** includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse
- **Indirect bullying:** is often harder to recognize and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - lying and spreading rumors
 - playing nasty jokes to embarrass and humiliate
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone's social reputation or social acceptance.
- **Cyberbullying:** is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

(Reference: DEECD Building Respectful and Safe Schools, Retrieved 19 October, 2011, from www.education.vic.gov.au/healthwellbeing/respectfulsafe/default.htm)

Bullying is distinct from unacceptable behaviour, mutual conflict or any anti-social single-episode acts. These refer to a wide range of behaviours that are unacceptable or inappropriate as outlined in Parkmore Primary School's 'Student Engagement Policy'.

Where this is continual, restorative practices and reparation, plus consequences will be implemented as per our *Student Engagement Policy*.

2. Rationale:

2.1. Every member of the Parkmore Primary School community has the right to feel safe from bullying at school (this includes digital learning environments). Parkmore Primary School promotes positive behaviours that encourage respect, compassion and cooperation. Parkmore Primary School strongly discourages anti-social behaviour.

3. Aims:

- 3.1. To provide a clear well-defined definition of bullying, allowing all members of the school community to have a shared understanding and view of unacceptable conduct.
- 3.2. To support Parkmore Primary School in building and maintaining a safe and respectful school environment and minimising all types of bullying.

4. Implementation:

- 4.1. Responding to bullying can be challenging – for students, teachers, school leaders and also for parents/carers. The best outcomes are likely to occur when all parties work together to identify a situation that is actually of a bullying kind and then to address and manage the situation. When a member of the school's community becomes aware of bullying-like behaviours, they have an obligation to bring it to the attention of the school so that what is being reported can be investigated and where necessary an appropriate strategy to address and manage the situation can be enacted.
- 4.2. The role of **students** is to:
 - 4.2.1. Promote and support safe and respectful learning environments where bullying is not tolerated
 - 4.2.2. Respect the rights of others and demonstrate behaviours and attitudes that promotes and supports the wellbeing of all members of the school community
 - 4.2.3. Understand and know that bullying, including cyber-bullying, is unacceptable and inappropriate and when necessary, sanctions, will be put in place.
- 4.3. The role of **staff** is to:
 - 4.3.1. Promote and support safe and respectful learning environments where bullying is not tolerated
 - 4.3.2. Explicitly teach and model pro-social behaviours through curriculum content, pedagogical approaches and engagement with students;
 - 4.3.3. Be aware of and responsive to behaviours that constitute bullying; this may include drawing of relevant staff, contacting parents/carers, involving other student members
 - 4.3.4. Work in partnership with parents/carers to reduce and effectively manage incidents of bullying



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4.3.5. Establish and build a collegiate atmosphere with all staff and share strategies to support each other as well as reflect on one's own behaviour, interactions and approaches in this process.

4.4. The role of **parents/carers** is to:

4.4.1. Promote and support safe and respectful learning environments where bullying is not tolerated

4.4.2. Model positive interactions and engage in timely and constructive communication with the school regarding their child's behaviour and/or behaviours toward other students

4.4.3. Work co-operatively and actively with the school in responses designed to address incidents of bullying to promote more positive behaviours.

5. Resources:

- DEECD Building Respectful and Safe Schools
Retrieved **19 October, 2011**, from
www.education.vic.gov.au/healthwellbeing/respectfulsafe/default.htm
- DEECD School Policy & Advisory Guide
Retrieved **19 October, 2011**, from
www.education.vic.gov.au/management/governance/spag/safety/protection/bullying.htm

6. Evaluation:

- 6.1. This policy is required to be reviewed as part of the school's three-year review cycle.
Review Date: 2017

This policy was last ratified by School Council in: **November 2014**