

# Specimen Hill Primary School

## Anti- Bullying and Harassment

### Policy (incl. cyber- bullying)



#### PURPOSE

The students at this school have the right to a safe and caring environment which promotes learning, personal growth and self-esteem. The school is committed to providing this and each student has the responsibility to make this happen. A clear policy on bullying (including cyber bullying) and harassment will inform the community that **bullying and harassment in any of its forms will not be tolerated.**

#### AIMS:

- To reinforce within the school community that no form of bullying is acceptable
- Everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator.
- To seek parental and peer-group support and co-operation at all times

What are bullying, cyber bullying and harassment?

#### DET Definition

**Bullying** –is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

#### Specimen Hill:

A one off extreme physical or psychological incident, where a person has used power over another, is considered by Specimen Hill School as potentially having a similar impact on the victim as bullying.

**Cyber-bullying** consists of psychological bullying, conveyed through the electronic mediums such as mobile phones, web-logs and web-sites, on-line chat rooms, “MUD” rooms (multi-user domains where individuals take on different characters) It is verbal (over 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.

## 2. GUIDELINES

Bullying can take many forms –

- Physical bullying – including fighting, pushing, shoving, gestures, standing over or invading someone's personal space.
- Verbal bullying – Verbal bullying – including name calling, offensive language, putting people down behind their backs, picking on people because of their race, gender, religion or sexuality. Using sarcasm or inappropriate tone of voice can also be bullying.
- Victimisation – including stand-over tactics, picking on others, threats and repeated exclusion.
- Sexual bullying – including touching or brushing against one another in a sexual manner, sexually oriented jokes, drawing of, or writing about someone's body, using rude name or commenting about someone's morals, unwanted invitations of a sexual nature, asking questions about someone's private life or sexuality.
- Cyber bullying – using computer technology such as email, Facebook, msn or mobile phones to harass others.
- Racial discrimination of any kind is a form of bullying.

## 3. IMPLEMENTATION:

All members of the school community share the responsibility to act against bullying.

The school will foster a caring and supportive environment focussing on the development of positive relationships.

The Student Code of Conduct, Wellbeing Policy, Engagement Policy and Anti-Bullying and Harassment Policy will be implemented in a fair and consistent manner and be strongly promoted to staff, students and the wider community.

Teachers will:

- Act as role models of caring, tolerant behaviour
- Listen to reports of bullying and treat them with sensitivity and in an appropriate manner.
- Act to protect the victim and stop the behaviour recurring.
- Implement Calmer Classrooms into their classrooms

Students who are bullied:

- Name it to the person to stop (if you can)
- Seek assistance from a teacher of your choice and tell them what is happening and to assist you to name it (Name it)
- Continue to tell until the bullying stops

Students who are a witness to bullying:

- Name it to the bully and ask for them to stop it (if you are able)
- Support the student being bullied by seeking teacher assistance (Name it)

- Bystanders who do not act when witnessing bullying will be deemed as being partly responsible for allowing the behaviour to continue and will be held accountable for their behaviour

Parents:

- Will listen sympathetically to reports of bullying
- Will speak to a teacher
- Will work with the school in seeking a solution

The School:

- Will promote responsible action if bullying is witnessed
- Will keep adequate records of all bullying incidents
- Will work with the students and parents
- Will support and protect the victim
- Will assist the bully to modify their behaviour
- Will apply consequences ranging from Alternative Lunchtime Program/withdrawal/exclusion/suspension where there is resistance to behaviour change and repeated offending
- Will include a curriculum focus with resources to support an anti-bullying culture
- Will actively support and promote the policy within the school community
- Will provide ongoing professional development to support staff and to embed programs.

#### 4. RESOURCES

- Reference books for staff and parents
- Teaching resources – books/games/DVDs/programmes/curriculum
- Wellbeing Officer- Classroom Wellbeing program
- School AIP
- DET documents

#### 5. EVALUATION

- Record of reports and incidences (in Behaviour management book and Alternative Lunchtime Program records)
- Student/Teacher/Parent Opinion survey results
- Changed behaviour of individuals and 'tone' of the school.
- SENTRAL used to track student behaviour

## Appendix A

# 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 one occasion or 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 mobile 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

### **Am I bullying or harassing someone?**

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 a Principal, Assistant Principal and Student Wellbeing officer 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.

## **ANTI BULLYING**

The students at Specimen Hill Primary School have the right to a safe and caring environment which promotes learning, personal growth and self-esteem. The school is committed to providing this and each student has the responsibility to make this happen.

**All members of the school community share the responsibility to act against bullying.**

Teachers will:

- Act as role models of caring, tolerant behaviour
- Listen to reports of bullying and treat them in a sensitive and serious manner.
- Act to protect and empower the victim and stop the behaviour recurring.
- Deal appropriately with the bully in a restorative manner.

Students who are bullied:

- Should 'Name It'
- Tell the person to STOP (if you can)
- Tell an adult in the school about what is happening
- Continue to tell until the bullying stops

Student witnesses to bullying:

- Name It to the bully (Follow process)
- All witnesses have a clear responsibility to name the behaviour to an adult. If a witness ignores the bullying it shows support for the bully, enabling the behaviour to continue.

Parents:

- Will listen sympathetically to reports of bullying
- Will speak to a teacher
- Will work with the school in seeking a solution

The school:

- Will promote responsible action if bullying is witnessed
- Will keep adequate records of all bullying incidents
- Will work with parents
- Will support and protect the victim
- Will support the bully to modify their behaviour
- Will apply consequences and restorative practices. Consequences may include Alternate Lunchtime Program, loss of privileges, suspension where there is resistance to behaviour change and repeated offending.
- Will ensure curriculum resources and programs support an anti-bullying culture
- Will actively support and promote the policy within the school community

Date implemented	1 February 2019
Author	Corey Warne
Approved By	School Council
Approval Authority (signature & date)	
Date reviewed	5/5/2019
Responsible for Review	Assistant Principal
Review date	Term 1 2021
References	