



# Anti Bullying Policy



## **Rationale:**

Footscray West Primary School rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environment.

## **Aims:**

The school promotes a caring and productive learning environment and therefore does not tolerate the bullying of students and staff.

## **Definition:**

Bullying occurs someone, or a group of people, deliberately upsets or hurts another person or damages their property, reputation or social standing on more than one occasion. There is also an imbalance of power in incidents of bullying.

Bullying may occur because of perceived differences in culture, ethnicity, gender, sexual orientation, ability or disability, religion, body size and physical appearance, age or economic status. Bullying may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge. It can continue over time, is often hidden from adults and will probably continue if no action is taken.

## ***There are four broad 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 recognise 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 rumours
  - playing nasty jokes to embarrass and humiliate
  - mimicking behaviour
  - 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, on social media, writing defamatory web content or deliberately excluding someone from social networking spaces.

## ***What bullying is not:***

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

### **Mutual conflict:**

- Involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and commonly want the matter resolved. Unresolved mutual conflict can develop into bullying if one of the parties repeatedly targets the other through retaliation.

### **Social rejection or dislike:**

- Is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

### **Single-episode acts:**

- Of nastiness or physical aggression is not bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

**Implementation:**

'Tribes' values, principles and processes support a positive and caring culture within the school community.

All grades use the core Tribes agreements to create a positive classroom environment and to encourage the development of each child's knowledge, skills and resilience.

**Staff will:**

- Provide supportive and safe learning environments, including the playground
- Ensure that Tribes agreements and work performance and relationships are clearly understood
- Proactively deal with issues as they arise and take appropriate action

**Students will:**

- Model the Tribes Agreements at all times
- Demonstrate responsibility for the care of others by speaking out
- Seek help when needed for self or others from a responsible adult

**Parents will:**

- Support the school implementing the Tribes agreements
- Notify the school if there are any concerns
- Work cooperatively with the school to solve the problem

**Actions and Consequences:**

Should have an educational role and aim to foster positive relationships and retain the dignity of the students through a staged response that has a prevention and early intervention focus.

- Tribes processes are reinforced
- All students involved are given the opportunity to explain what has happened
- All students help decide the outcome
- Detention occurs during or after school hours
- Parents and or carers are involved
- The Wellbeing Team is involved
- Suspension / Expulsion occurs in accordance with Department of Education and Early Childhood Development ( DEECD) guidelines

**Evaluation:**

- This policy will be reviewed as part of the school's four - year policy review cycle.

This policy was last ratified by School Council in....

October 2011

**Supporting Documents:**

Safe Schools are Effective Schools: Student Engagement Policy Guidelines

[http://www.education.vic.au/healthwellbeing/wellbeing/engagement/default .htm](http://www.education.vic.au/healthwellbeing/wellbeing/engagement/default.htm)

Bullying. No Way!

[www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

Fact sheet - Building Respectful and Safe Schools DEECD Website.

F.W.P.S Policies:

Cybersafety

Duty of Care

Mandatory Reporting