Bullying Prevention 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.

Aim:
To promote a caring and productive learning environment and not tolerate bullying of students and staff.

Definition:
Bullying occurs when 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. It is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm.

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 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, threats, 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 (Ordinary Peer 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 and is the primary prevention strategy of the school.

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, work performance and relationships are clearly understood
- Proactively deal with issues as they arise and take appropriate action in accordance with the schools wellbeing protocols.

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 / Carers 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
- Supports are provided to students affected by, engaged in or witnessing bullying behaviour
- Parents and / or carers are informed of actions/consequences
- The Wellbeing Team will manage and oversee all processes as outlined in the supporting policies
- Outside agencies and departmental units will be contacted as necessary
- Detention occurs during or after school hours
- Suspension / Expulsion occurs in accordance with departmental guidelines.

Evaluation:

- This policy will be reviewed annually.

This policy was last ratified by School Council in....	November 2017

Supporting F.W.P.S Policies:
Cyber safety
Duty of Care
Mandatory Reporting
Concerns and Complaints
Student Code of Conduct
Parent Code of Conduct
Staff Code of Conduct
Child Safety
Student Engagement